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EDUCATIONAL NEWS



VICTORIA GLACIER VIEWED FROM CHATEAU LAKE LOUISE

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CALIFORNIA TEACHERS ASSOCIATION

CALIFORNIA TEACHERS ASSOCIATION

Through years of cooperative effort the public school teachers as members of California Teachers Association have made for themselves a real profession in California.

Good school conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California have paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their conditions.

Every teacher in California should be proud to belong to an organization which has the record

of accomplishments of California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. High certification qualifications, guaranteeing to every child in the state a well-trained, well-educated teacher.

The dues of California Teachers Association are \$3 per year.

Every teacher in California should be enrolled in California Teachers Association.

Accomplishments of Your Professional Society

It can be stated positively that California Teachers Association is responsible for

1. Constitutional guarantees for education.
2. Constitutional fixed charges for education.
3. School district control of school budgets.

It further can be stated positively that California Teachers Association is responsible for and is continuing to work for

1. Good tenure conditions.
2. A fair teacher retirement system.
3. School district choice of high school texts and supplementary books for elementary grades.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave with pay.
2. Sick leave with partial salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.
4. The highest minimum salary law ever provided by a state for its teachers.

Every teacher of California should belong to California Teachers Association.

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SIERRA EDUCATIONAL NEWS

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TRAVEL SECTION



SPIRIT OF SEQUOIA

Earle M. Green, Riverside; President, California Teachers Association, Southern Section

IN the rugged Sierra Nevada mountains, high above the great valley of California, Sequoia National Park shelters the greatest collection of sequoia trees in the world.

Sequoia National Park was created to preserve these monarchs of the forest. These trees are the largest and oldest of living things; trees that were old when the Roman Empire was young; trees that were old when Greece was enjoying its Golden Age; trees that, had they tongues, could relate the story of the building of the pyramids.

To walk among these venerable giants is a thrill for those who love the forest primeval.

Sequoia is dedicated to those who love nature. Her secrets are for those who would tarry long enough to attune themselves to the language of nature. Sequoia is for those who love the wild flowers, the rugged mountains, the mountain streams, and the call of the wild.

It is not for the traveler who desires commercialized entertainment nor for the sightseers who rush pell-mell from one thrill to another. It is not for the tourist who drives madly here for a peek, rushes there for a squint, catching between a glimpse of this and that.

A few of the attractions of the park are accessible by car—as the General Sherman Tree and the famous prostrate Auto Log, on which several cars can be parked. The third largest tree in the world, the Boole Tree, is visible only after a long ride through country that has been devastated by loggers—a land which is truly a graveyard of the giants. To realize that these trees cannot be replaced in 3,000 years is as depressing to a sensitive person as a view of Flanders Field.

Beyond the blackened stumps of these ruined

sentinels a challenging trail leads over the crest of a mountain rim beyond which the Boole Tree stands in resplendent glory,—alone. Therein lies its beauty. Alone—it is not dwarfed by giant neighbors. Its graceful symmetry strikes the eye in full beauty.

Man and nature have combined to make one of the attractions in the park. A pioneer cattle-man named Tharp, in the late fifties, built himself a summer home by converting a hollow sequoia into an unusual cabin where he lived during the summer grazing season. Some of the original furnishings may yet be seen by those willing to make the short hike through

some beautiful sequoia groves to Tharp's Cabin.

Another challenge to the less seasoned hiker is Moro Rock, an enormous mass of granite whose summit commands an inspiring view of the Great Western Divide and the valley of the Middle Fork of the Kaweah River.

For those who desire company and friendly guidance, the Department of the Interior's National Park Service provides competent ranger-naturalists who conduct field excursions to points of interest.

For those who prefer to seek their solitary way, on foot or on horse, the trails are open—excellent trails; trails that lead to towering mountains; trails to sparkling mountain lakes, Hamilton, Twin, Crystal, Pear, and Emerald; trails through groves of awe-inspiring sequoias; trails that are short and easy; trails that are long and difficult; trails that challenge you regardless of age or stamina.

And then back to camp. Food is never better than after a day or an afternoon on the trail. Twilight—the cool bracing air of the mountains—and relaxation.

The Great Western Divide from Eagle View Point on the High Sierra Trail



Evening means the comfortable, crackling campfires and songs; perhaps some impromptu entertainment. A ranger-naturalist adds a bit of real worth to the evening's enjoyment with interesting information about the trees, the flowers, the birds, the bears, the deer, and countless other subjects of natural science found in the park.

SEUOIA is easily reached by improved highways from Visalia and Exeter or from Fresno to the new Kings Canyon National Park which now includes General Grant Grove. Accommodations of many kinds are available: free public camping grounds, reasonably priced house-keeping cabins and both American and European hotel services. Delicious meals are served in the dining rooms and coffee shops at Sequoia National Park and General Grant Grove. Well-stocked markets are available to those who prefer to prepare their own meals.

Sequoia offers two new attractions. For the first time an assembly hall is available for conventions and group gatherings. Also this year Crystal Cave, appropriately named for its many beautiful formations, is open to the public. Since this wonderland is now easily accessible, it should be placed on your "must see" list.

For those who love their scenery while traveling in comfort, the new Kings Canyon National Park is recommended—rugged mountains, shimmering lakes, deep-cut gorges, trout-

laden (now) streams—all accessible by improved mountain roads.

Those who wish to visit the new Kings Canyon National Park should plan to stay at either nearby General Grant or Sequoia, where good accommodations can be found. At present there are no cabins, no store—only camping grounds—in the new park. But this is well, because both Sequoia and General Grant have much to offer the visitor.

Sequoia offers a haven for the lover of nature who hopes to get away from the nerve-racking tedium of the classroom. Sequoia is for those who wish to retreat into the mountains and there to commune with nature and the great Unknown.

* * *

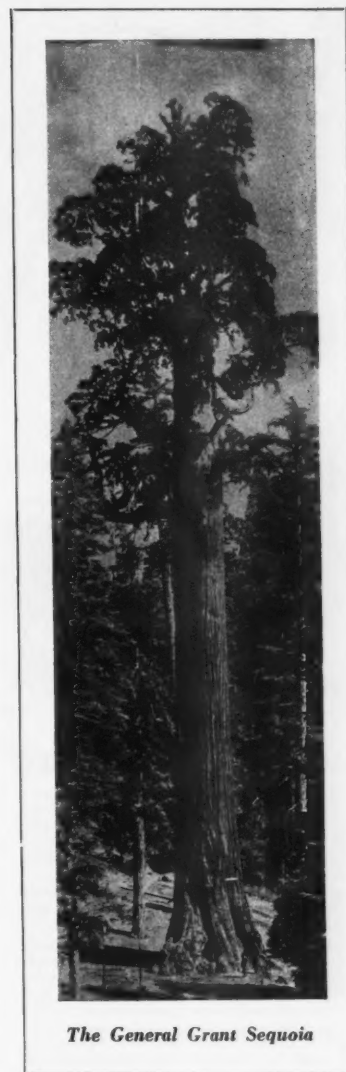
Under the Redwoods

WHETHER it is to stay at a resort hotel, a dude ranch, an auto camp, or to camp right out among the ferns and under the mighty trees themselves, a visit to the Redwood Empire is always a refreshing and thrilling event.

The trip itself, through long avenues of giant trees, is one of the most beautiful in the country, and, in fact, is unique in all the world, because *Sequoia sempervirens* grow nowhere except along this stretch of the Pacific Coast.

Many a rare flower, strange formation and exceptional beauty spot is found by those who explore the depths of the silent, majestic forests. The trees in Humboldt State Redwood Park are the tallest of all trees.

Throughout the Redwood Empire are many recreational opportunities. Among the



The General Grant Sequoia

popular sports are swimming in rivers and lagoons, canoeing and other aquatic activities, fishing, horseback riding; and at resorts such sports as golf, tennis, badminton, and dancing.

The Redwood country is one of the great vacation areas of the world.

* * *

YMI Tour

OF special interest to many teachers of the Bay area is the All-America Tour and Great Lakes Cruise offered by YMI.

This tour leaves San Francisco Friday, July 19 returning to San Francisco Sunday, August 4, and will be personally conducted by James E. Leary and Gerald T. Murphy.

Teachers interested in further details can obtain a folder by writing to YMI All-America Tour, Oak Street and Van Ness Avenue, San Francisco.

Twin Lake in Sequoia National Park





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SCHOOLS AT THE FAIR

Mrs. Vesta Muehleisen, Director of Education, California Commission
Golden Gate International Exposition

THE Exposition visitor's eye will be attracted to the Education Exhibit of the California Commission by a beautiful Theme Unit in the center of two transverse aisles in the Hall of Science Building.

Through a symbolic moving figure, resting on a conventionalized map of the United States, and the use of transparencies and beautiful concealed lighting effects, the story of America's stronghold of Free Public Education for its youth is told, and the message that Democratic Education as a way toward International Peace, is achieved.

Five transparencies in the crown of the Unit represent five significant aspects of American democracy, and five in the base represent five essential types of education for democratic living.

The exhibit will feature a comprehensive explanation and representation, in separate booths, of all phases of public education from the nursery schools through the state colleges and a display of realia from certain departments of education.

Progress of educational techniques, architecture and objectives, and the economics of education will be shown in the central units, supplemented by small displays throughout the exhibit area.

A section of the display is to be devoted to the State Department of Education, emphasizing its various functions and Divisions, showing how it is supported and maintained, and indicating its centers of administration. Rising from the front of the exhibit, and proceeding to its center, the State Capitol, are three decorative trees, symbolic of local, state and federal moneys, which support public education in California. Figures will tend the roots of the trees, to indicate that support comes directly from the people. A constantly moving beacon light swings in an arc over a rainbow-shaped, photomural montage, showing the various Divisions of the State

Department of Education. State advisory service in planning locations, grounds and school buildings will also be depicted.

A series of transparencies organized on a revolving drum will portray activities in Special Education which will include instruction of handicapped children.

Activities of a day in the new nursery schools will be cleverly depicted through the use of an automatic clock timed to expose lighted transparencies.

A modern kindergarten in miniature will be shown, emphasizing varied work materials providing an environment in which young children may engage in wholesome, growth-inducing activities.

Seven large panels illustrate typical objectives and activities in elementary education where "Every Schoolroom is a Miniature Democracy," developing an understanding of social relationships and the building of strong minds and bodies.

Two large murals have been drawn to call attention to the fact that high schools are now found in every section of California. Legends explaining the objectives of these schools, and the use of lighted transparencies in the windows of a miniature secondary school building, will show a wide range of subjects and activities included in the modern curriculum.

The exhibit will present functions as well as statistical trends in the California Junior Colleges, which offer general cultural courses, or prepare students to enter a vocation or a higher institution of learning.

Through the use of photomurals and legends, the work of the California Polytechnic School will be explained. It will be shown in this school young men are trained in agriculture, aeronautics and other vocational fields. There will be further exhibits by this school in Agriculture Hall.

A large lighted map will indicate

the locations of California's seven state colleges, and photographs will depict various instructional activities in these schools which not only specialize in teacher education as a major function, but also offer courses in the liberal arts and in selected types of vocational works.

AS art experiences are an integral part of every child's education a very important feature of the display will be an outstanding exhibition of school art and crafts selected from the various levels of education in California's public schools.

Two cases will display mechanical and visual aids to instruction and a textbook exhibit illustrating color, variety, and interesting subject matter of books available for classroom use today.

Information about California Nautical School, where young men are trained to become officers in the merchant marine, is being arranged.

The physical education exhibit will, through the use of small figures, demonstrate activities planned to develop interests and skills which will be useful in adult life, as well as promote growth and health in youth.

Typical phases of vocational education, including Home Making, Agriculture, Business, and Trade and Industrial Education will be illustrated by the use of selectroslides, photomurals and other devices.

Animated scenes will depict the steps by which each year in California, approximately twelve hundred handicapped persons are trained in suitable vocations and placed in employment. The majority of these are former wage earners, who through illness or accident, are unable to continue in their customary vocation.

The history of American education will be developed through four large dioramas, showing the progress of education in the United States since 1700.

During the months of July, August, and September an interesting and comprehensive exhibit on the history and development of education in the State of California is being planned.

An information booth will be maintained near the center of the exhibit area

where information not only about the exhibit but about the education programs in California's public schools may be obtained. Selected publications of the State Department of Education will be on the counter and a model home library of one hundred fifty children's books may be inspected, and free book lists will be supplied.

An exhibit portraying the new California program on Conservation Education in the public schools of California today is being organized. This will include preservation of natural resources and wild life, care of forests, water supplies, protection of wild flowers, etc.

ONE of the newest and most important divisions of education today is the adult program. A large area is being organized where educational, cultural and vocational opportunities now offered adults will be shown. A graphic showing of the work-content of adult courses including business systems, citizenship, arts and crafts, vocational trades, home decoration and furnishing, hobbies and avocations will be striking features of the display.

Supplementary to the exhibits a varied educational activity program is planned and demonstrations of school work including symphony concerts, acapella choirs, glee clubs, fashion shows, band concerts, etc., will be presented in the California Building. Each afternoon in the Demonstration Theatre, which is a unit of the Education Exhibit, educational motion pictures will be shown.

The education exhibit is sponsored by the California Commission and is under the supervision of its committee on education.



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VISIT MORRISON CAVE

GALLATIN GATEWAY INN FEATURES WEEK-IN-THE-WEST VACATIONS

Albert Tansley, District Passenger Agent, Chicago, Milwaukee, St. Paul, and Pacific Railroad

GOOD roads and faster bus schedules in the Park have enabled the Yellowstone Park Transportation Company to reduce the time of official Park tours from 3½ days to 2½ days with a proportionate saving in cost.

Since the average visitor wishes to spend at least a full week in the west, The Milwaukee Road is offering this year a new kind of planned vacation to tourists entering the Park via Gallatin Gateway.

Known as a "Week-in-the-West Vacation," this new plan offers the regular tour of Yellowstone plus four days at Gallatin Gateway Inn, Montana, at one fixed price. In addition, the stay at the Inn includes any of a series of interesting side trips into the surrounding Rocky Mountain recreational region.

Gallatin Gateway Inn is ideally situated in rolling green meadows flanked by the rugged peaks of the Gallatin, Madison and Bridger ranges. Opportunities for amusement are almost limitless. At the Inn itself, guests may enjoy tennis, archery, clock-golf and riding. Excellent fishing for rainbow and cutthroat trout may be had within easy walking distance. The entire Gallatin valley is laced with hundreds of miles of streams for confirmed enthusiasts.

Of the many motor-trips that may be made, one of the most delightful takes the visitor through the Madison valley to historic Virginia City. Here one may pan gold at Alder Gulch, scene of one of the richest placer-gold strikes in the history of the West. There are many old buildings dating back to Vigilante days, and a museum of pioneer relics. In addition, there is famed Boot Hill, burying ground of five notorious outlaws.

Less than a two-hour drive from the Inn is newly-discovered Morrison Cave that is now being further explored and developed by the National

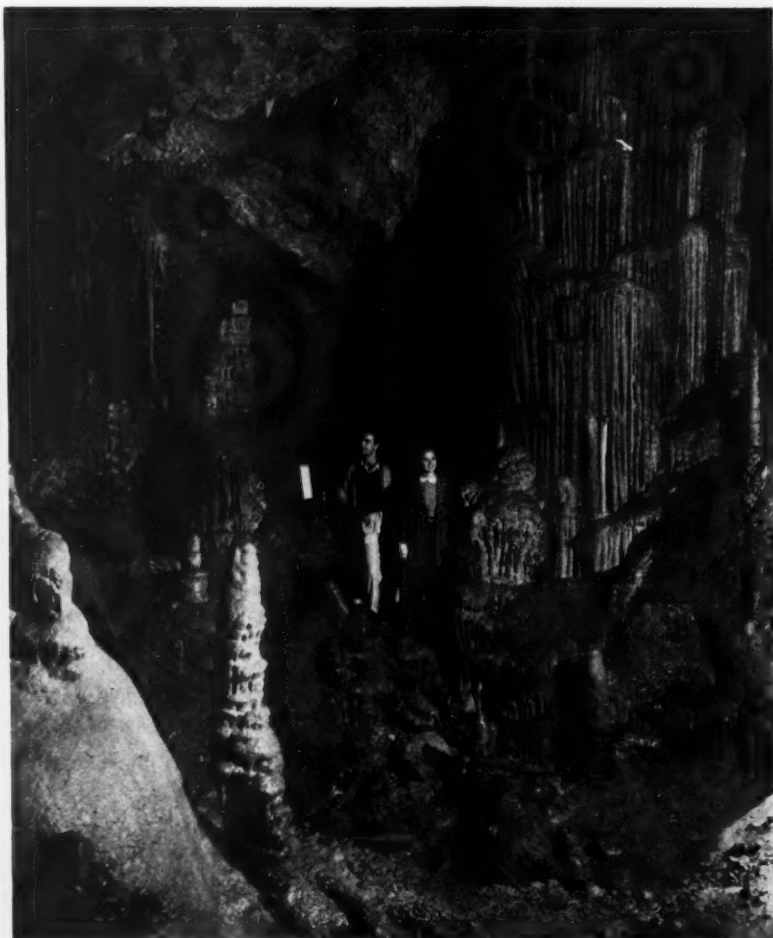
Park Service. The cave includes seven limestone chambers connected by irregular passages, and is considered unequalled for the delicate beauty of its formations as well as for its matchless setting high up on the Tobacco Root Mountains overlooking the Madison valley and Jefferson River.

The Gallatin and Madison country is a rich cattle-land that is a center of Rocky Mountain dude ranch activities. An interesting day may be spent in visiting various of the dude

ranches and seeing the typical corral activities that have won many new advocates for ranch vacations. Or, a visit may be made to the great Flying D range, a typical "working" ranch that raises an annual crop of about 6,000 steers on its half a million acres.

Horseback riding is, of course, the great sport of the west. Most visitors to the Inn want to try it — and there's no better way than going on a one or two day pack-trip up into Gallatin National Forest. Friendly cowboy guides see to the comfort and safety of the party, and teach them the lore of the trail. You fish for rare golden trout in hidden lakes way up at the timber line, enjoy appetizing outdoor meals that are given added zest by a ravenous mountain appetite, and swap

Paradise Room — Morrison Cave, near Three Forks, Montana, 160 feet high, 75 feet across, three-quarters mile from mouth of Cave. A 500-foot tunnel connects this room with lower trail



yarns beside a blazing campfire under Montana stars.

Last, but far from least, comes the trip to glamorous Yellowstone — land of spouting geysers and bubbling paint pots, of the magnificently colorful Grand Canyon and abundant wild life. Entering via Gallatin Gateway, the visitor enjoys a thrilling 85-mile motor trip in modern, open-top buses through a mountain wonderland that is a perfect prelude to the Park itself.

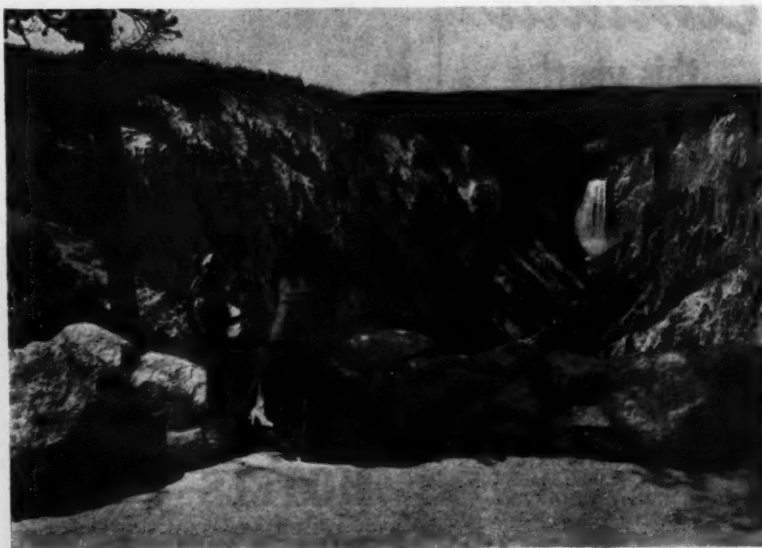
Such a planned program provides the widest variety of typical western activities at low cost, yet is not too strenuous for the average vacationist. You can do as much or as little as you please. You are assured of real western hospitality and pleasant companionship at all times, and you enjoy the healthful, invigorating atmosphere of a mountain valley where hay fever and kindred ills are all but unknown.

Plates courtesy of The Milwaukee Road

* * *

Taft School District Bulletin, now in its 4th volume, is an interesting 4-page newspaper issued by Superintendent J. A. Joyce. A recent issue features the child health program nationally and in the Taft schools.

Grand Canyon and Lower Falls from Artist Point near Canyon, Yellowstone National Park



Arrival of Guests at Gallatin Gateway Inn, Gallatin Gateway, Montana

Bank of America Day

June 15 on Treasure Island

JUNE 15 is Bank of America Day at the Golden Gate International Exposition this year. Again the 9,000 employees and their families of Bank of America will converge upon the island to inject into the Exposition the same spirit of genuine enthusiasm that made last year's Bank of America Day such a huge success.

Japan's 26th Centennial

THREE trips to Japan are offered as prizes in an essay contest, sponsored by the Society for International Cultural Relations in Tokyo, commemorating the 2600th anniversary of the founding of the Japanese Empire. Cash awards sufficient to finance one to three-month visits in Japan accompany the prizes.

Essays are to be interpretative in nature, not more than 8,000 words in length, and must deal with one of the following topics: the characteristics of Japanese culture, cultural intercourse between Japan and foreign countries, or the position of Japanese culture in the world. Contributions, to be mailed by September 30, must be typewritten, but the contestant's name is to appear only on a separate curriculum vitae accompanying the manuscript.

Full information on the essay contest is available at the Japan Institute, 630 Fifth Avenue, New York City. Final announcement of the winners will be made on April 29, 1941.

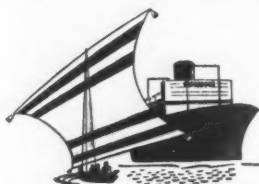
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MANILA DIRECT—18 DAYS

President Lines reduced Cruise Season fares also apply to these fastest crossings to the Philippines, now offered by President Lines' chartered "City Ships." From San Francisco to Manila, 18 days (\$615)—First Class, roundtrip. Hong Kong 22 days (\$604). Singapore 27 days (\$703). Penang 29 days (\$729).

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* * *

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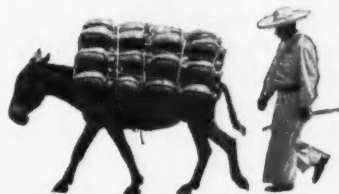
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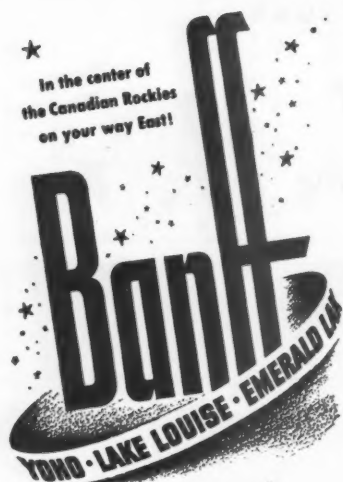
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After the Convention we invite you to return via Banff and Lake Louise for a longer stay either at baronial Banff Springs Hotel, at Chateau Lake Louise or at a Canadian Pacific Mountain Lodge in the Rocky Mountain National Park. On your way west you may stop over at quaint, old-world Victoria and the ivy-covered Empress Hotel. From Vancouver or Victoria you may take a pleasurable side trip to Alaska, to the Florids of British Columbia, around primitive Vancouver Island, or to famed Harrison Hot Springs.

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For literature and reservations on NEA special train see your travel agent or Canadian Pacific, S. E. Corbin, 152 Geary St., San Francisco; A. D. Macdonald, 513 W. Sixth St., Los Angeles.

Canadian Pacific

A PRIMARY ACTIVITY

Lepha Larson, Teacher, Maple School, Rural, Shafter, Kern County

SOME of the children in my room remain there two years, so the question this term was—What country or unit shall we study in order not to have a repetition for these children?

The question was answered when Phyllis, a third grade girl, brought a new book entitled Little Anne of Canada. With the words, "Let's study about Canada," Phyllis was asked of the places in Canada mentioned in the story. As the story was told these places in Canada were pointed out on a map and shown in relation to our location on the map. Later, the complete story was read to the entire class.

The suggestion for an imaginary trip to Canada and Alaska resulted in all of the children selecting a means of transportation—either bus, train or airplane. This led to the selection among the children of engineers, pilots, bus-drivers, conductors, stew-ardesses, porters, etc. A study was made of what was expected of each of these individuals and of each kind of transportation chosen. The rows of desks in the room were used as train, bus and airplane.

The principal of our school gave us a list of films sent out by Canadian Pacific Railways and available free of charge if return postage was paid. The children decided to have a candy sale to pay the return postage on eight films which they selected on Canada and Alaska. Returns from the sale amounted to \$3.50, more than enough for the return postage. The children selected by the class to sack and sell the candy were those who knew their arithmetic combinations.

Interest in our unit was as great in the transportation methods as in the places visited on the imaginary trip.

One child made the remark, "Why can't we have a real trip on a train?" As there was no reason why we could not have a train trip I visited the Santa Fe depot and arranged for a real trip. There was great excitement in our room when it was known we could have a real trip.

The trip consisted of a train ride from Shafter to Bakersfield, the mothers bringing the children to meet the train in Shafter. Each child paid his or her own fare. If any child could not pay his way some of the extra money from the candy sale was used. Three mothers and I accompanied 37 children to Bakersfield. When we arrived in Bakersfield we were met by our principal and our bus-driver with the school bus, and Mr. Henry from the Santa Fe lines.

The children were allowed to go through a Santa Fe bus and were then taken to the round-house. At the round-house Mr. White showed us the engines, power-house, and blacksmith shop. At the latter place we were shown how steel is fired and shaped. We all got on the turntable and were given a ride. Each child in turn was shown through a big engine.

From the round-house we went in the school bus to the Kern County Airport, where a visit had been arranged. Mr. Cook at the Airport showed us and explained to us the instruments used for determining flying conditions. In the hangar the different types of planes were explained. Each child had an opportunity to sit behind the controls and in the passenger seats.

After a very happy and successful trip we went back to our homes via the school bus.

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EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

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JUNE 1940

NUMBER 6

SOUTHERN TRAGEDY

Roy W. Cloud

ONE of the greatest catastrophies that has ever happened to a school district in California occurred on May 6 in South Pasadena.

At a special meeting of the Board of Education, Verlin Spencer, principal of South Pasadena Junior High School, (who carried a target-pistol under police permit) suddenly became insane and shot and killed George C. Bush, superintendent of schools of South Pasadena since 1906; John E. Alman, principal of South Pasadena High School for the past 25 years; Will R. Speer, business manager of South Pasadena School District; and Verner V. Vanderlip, head of printing department and mechanical arts department of the Junior High School.

Mr. Spencer also wounded Ruth Barnett Sturgeon, head of the Junior High School art department, who later died, and Dorothea Talbert, who for the past 15 years has been secretary to Mr. Bush.

He then returned to his own school and attempted suicide, but the self-inflicted wounds were not fatal and he will probably recover. Miss Talbert was the only one of the six who was not killed.

This terrible calamity has removed from the education forces of the state, school people who had given out-

standing service. George Bush, besides having served as superintendent of schools of South Pasadena, was for 26 years a member of Los Angeles County Board of Education. He had been a vice-president of National Association of School Administrators and for four years was a member of the board of directors of that organization. It is probable that no Californian has been better nor more favorably known than Mr. Bush.

Coming to California from his native state of Indiana in 1905, he was immediately appointed to a position in South Pasadena City School. In 1906 his promotion to the principalship of the high school and to the district superintendency of the ele-

mentary school district marked the beginning of his long and successful service as an administrator.

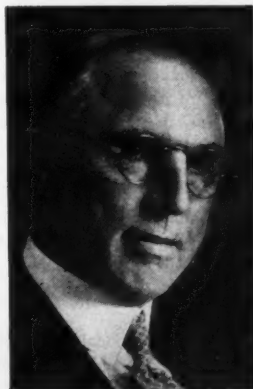
Although young in education work at the beginning of his career in California, Mr. Bush was looked upon as a leader and took part in many of the discussions of the State Superintendents meetings. He was called upon frequently to discuss educational matters before civic and fraternal groups. He not only had a fund of educational information, but had a happy faculty of remembering stories which could illustrate the point which he wanted to stress. His method of presenting subjects made him popular as an educational lecturer.

During all of his residence in California he resided in South Pasadena, where, with Mrs. Bush, he became known for his particular hobby of raising flowers. In his greenhouse he was successful in producing plants which made his garden one of the most attractive in his neighborhood.

During the past ten years he has, with Mrs. Bush, traveled extensively and has visited the South Sea Islands, the Orient, and Mexico. Last year he and Mrs. Bush enjoyed an extensive trip through Norway, Sweden, Denmark and England.

Mr. Bush was 64 years old and was active in masonic and church circles. He was an officer of the Methodist Church of South Pasadena. His funeral, which greatly overtaxed the large edifice, was under the direction of the pastor and of the South Pasa-

George C. Bush



dena Commandry of Knight Templars. The funeral was attended by friends and professional associates from all parts of the state. In addition to Mrs. Bush, he leaves a married daughter who resides in Riverside, California.

The tragic removal of Mr. Bush from his educational activity is an irreparable loss. In addition to his local school activities and national affiliations, Mr. Bush was active in California Teachers Association affairs. He was a member of California Council of Education for over 20 years and during part of that time served as a member of the Board of Directors.

John Alman, principal of the high school, while not so well known in the educational world as his superintendent, has long been active in the affairs of the California Secondary School Principals Association. He was a most courteous gentleman and an exceptionally good school administrator. He held the love and esteem of all with whom he came in contact.

Memorial services honoring this group of fine school workers were held Sunday, May 12.

* * *

Southern Council

CALIFORNIA Teachers Association, Southern Section, held its last meeting of the spring on May 11 at the Biltmore Hotel, Los Angeles. Committees met from 7 to 10 o'clock in the various conference rooms. The main session was called to order by President Earle M. Green of Riverside at 10 o'clock.

In addition to committee reports Leonard L. Bowman of Santa Barbara, National Education Association Director for California, discussed National Association affairs. Roy W. Cloud, state executive secretary, presented greetings from the State Association.

Robert A. Odell, attorney-at-law, of Los Angeles, gave a most interesting and instructive discussion of the teacher tenure law and its application as an intimate factor of California school procedure. Mr. Odell, formerly a member of Los Angeles City Board of Education, stressed the fact that the large majority of the Boards of Education of California willingly accept the tenure law as it is now written and expressed the

HONORING JOHN F. BRADY

RESOLUTIONS BY SAN FRANCISCO COUNCIL OF SCHOOL WOMEN

WHEREAS, the Council of San Francisco School Women in regular session assembled May 2, 1940, desirous of expressing satisfaction that California Teachers Association had shown its appreciation of the educational leadership of Mr. John F. Brady by re-electing him president for 1940-41, has appointed a committee to formulate resolutions, and

WHEREAS, re-election to this office is recognition of services in building and increasing effectiveness of California Teachers Association, an organization which has for its objective the welfare and the protection of the Schools of California, and

WHEREAS, Mr. Brady's extensive knowledge of the law and his wide experience as teacher and administrator give him vision and understanding of the many problems which beset the schools and the teaching profession of California, and

WHEREAS, his persistent and sustained efforts to maintain the professional status of teachers by an outstanding championship of better training, better service, better pay and the resultants—tenure and pension—have made him a bulwark in pro-

tecting the interests of the child, the teacher, and the tax-payer in matters affected by legislation,

Now, therefore, be it

RESOLVED: That the Council of San Francisco School Women express gratitude that the leadership of California Teachers Association will again be in his capable hands; that the members of this Council felicitate Mr. Brady on his re-election to the Presidency of California Teachers Association and send him their heartiest greetings and best wishes for another successful year; that a copy of these resolutions be sent to Mr. John F. Brady, to the Secretary of California Teachers Association, to Sierra Educational News, and to Western Journal of Education.

Respectfully submitted,

Resolutions Committee,

San Francisco Council of School Women

Mary M. Fitzgerald, Chairman

Mary F. Sweeney

Edith E. Pence

Tekla Hesselberg

Gertrude C. Peckham

Nell K. Kendrick

Cecilia G. Stager

belief that a very few minor changes in the present method of dismissal would make the law acceptable to the school districts of the state.

A. F. Corey, director of public relations, discussed the state Plans and Policies Committee. Dr. Harvey B. Franklin, president of Southern Section adult education department, discussed his line of activity and Mrs. Edmiston, president of San Diego Teachers Club, gave a very interesting report on character education.

Others who made committee reports were Leland Pryor of Pasadena, who presented the budget for the Executive Committee; Ralph W. Heywood, treasurer of the Board of Trustees, who discussed the Bureau of Welfare; Homer Derr of Los Angeles, chairman of the Committee on Retirement Salary, and Jesse E. Solter, president of the Department of Classroom Teachers, spoke on teacher problems.

Delegates to the National Education Association Delegate Assembly at Milwaukee, June 30 to July 4, were elected.

At Sequoia

Edwin DeSmith, head of mechanical arts department, Sequoia Union High School, Redwood City, died May 11 after an illness of two weeks. He was the second of the faculty members of the Sequoia Union High School to pass away within a three-months period. Carl (Pop) Anderson, teacher of gardening, passed away in February.

* * *

D. Appleton-Century Company has issued an interesting book for little people entitled *Sally Does It*, by Dorothy Walter Baruch and Elizabeth Rider Montgomery. Mrs. Baruch is professor of education and director of pre-school work at Whittier College, has taught in nursery schools in California and thoroughly understands the problems of children.

These problems are discussed in this little book in a number of stories which will certainly hold the interest of the children to whom they are read or told. The book is nicely illustrated. Price \$1.50.

FLAG DAY--JUNE 14

THE FIRST STARS AND STRIPES IN CALIFORNIA

Beverly Harcourt, San Francisco

PREVIOUS to the Mexican War very little was known of California in the East. Up to 1830 about all the trade with California was with Boston merchants who sent vessels around the Horn on trading voyages.

First man to raise the Stars and Stripes in California was one whose name has not been passed into history, Captain James P. Arther, a native of Holland, who had become a citizen of Massachusetts. He was assisted by George W. Green, then a young man, of Milton, Massachusetts, and later a member of the Massachusetts Legislature.

Captain Arther was up and down the coast of California as early as 1825, as a mate on the brig Harbinger under Captain Steel.

The raising of the Stars and Stripes was performed in 1829, at which time Arther was in the employ of Messrs. Bryant and Sturges, as mate of the ship Brooklyn. Mr. Arther and his little party were sent ashore at San Diego to cure hides. They had a barn-like structure of wood, provided by the ship's carpenter, which answered the purpose of a storehouse, curing-shop and residence.

The life was lonesome enough. Upon the wide expanse of the Pacific they occasionally discerned a distant ship. Sometimes a vessel sailed near. It was thus that the idea of preparing and raising a flag, for the purpose of attracting attention, occurred to them. The flag was manufactured from some shirts, and Captain Arther writes, with the just accuracy of a historian, that Mr. Green's calico shirt furnished the blue, while he furnished the red and white.

"It was completed and raised on a Sunday, on the occasion of the arrival of the schooner Washington, Captain Thompson, of the Sandwich Islands," but sailing under the American Flag. "He had a sailing master with him. It was in the latter part of

the year 1829 in San Diego." So wrote Captain Arther.

He further states that the same rudely-constructed flag was afterwards frequently raised at Santa Barbara whenever there was a vessel coming into port. These men raised our National Ensign, not in bravado, not for war and conquest, but as honest men, to show that they were American citizens and wanted company.

In 1842 Commodore Thomas Ap Catesby Jones, in command of the Pacific squadron, upon erroneous information of war existing between the United States and Mexico, took possession of Monterey and hoisted the Stars and Stripes, but discovering his error he hauled down the flag the next day and apologized for his mistake. For his indiscretion he was temporarily suspended from the service.

On June 14, 1846, fourteen Americans raised the Bear flag at Sonoma, with the determination of taking possession of California in the name of the United States. The flag was made of white cotton and red flannel, the skirts of an old lady, and had painted on it the semblance of a grizzly bear. The artist was, however, so unfortunate in his effort that the Spaniards called it the Bandera Colchis, or Hog flag.

GENERAL John C. Fremont, at the head of an exploring expedition, reached the Pacific Coast early in 1846. In May he received verbal orders from Washington to turn back. He made his way to Sutter's Fort, which was on the site of the present city of Sacramento. There he established headquarters and raised a flag that had but one star in the canton.

On June 15, he captured a Mexican post at Sonoma Pass. On July 4, at a meeting of the Americans at Sonoma following his advice, they proclaimed the independence of California and declared war against Mexico. General

Fremont did not then know that U. S. troops, under command of General Taylor, had invaded Mexico in the previous March.

An explanation for having only one star in the canton of the flag that floated over Fremont's small headquarters has not been given. His "Rocky Mountain Flag," which he frequently displayed, was a modification of the Stars and Stripes. This flag was made by Mrs. Fremont on the eve of her husband's pathfinding expedition to the West. It differs from the ordinary national emblem only in the field of the canton on which is wrought a large American eagle, done in embroidery of great delicacy and beauty. About the eagle are clustered 26 stars, the number of States that had entered the Union up to 1841. This flag was unfurled by General Fremont from the summit of the Rocky Mountains when he and his small party were on their way to California.

General Fremont was totally unprepared to hear of the startling event of the raising of the American Flag on the 7th of July, at Monterey, by Commodore Sloat commanding a United States squadron consisting of his flagship, the Frigate Savannah and the sloop-of-war Cyane and Levant then at the port.

On the 14th of July, the British man-of-war Collingwood, Sir George Seymour commanding, arrived at Monterey for the very purpose of doing what Commodore Sloat had already accomplished. The British were too late; the Yankees were already in possession.

The honor of having been the first to raise our flag in California has been claimed for Commodore Robert F. Stockton. However, he did not arrive from Honolulu at Monterey until July 15, 1846. This was the day after the arrival of the English Admiral.

Commodore Stockton was surprised when he heard of the occurrences, and found our flag waving over the Monterey Custom House.

On August 28, 1846, Commodore Stockton wrote the Navy Department: "I have now the honor to inform you that the Flag of the United States is flying from every commanding position in the territory of California, and that this rich and beautiful country belongs to the United States, and is forever free from Mexican dominion."

On July 8, 1846, Captain J. B. Montgomery of the sloop-of-war Portsmouth, then lying in San Francisco Bay, raised the Stars and Stripes on the Plaza of Yerba Buena, under a salute of 21 guns from the Portsmouth. Since that time the Plaza has been known as Portsmouth Square. The street then lying along the shore was given the name Montgomery Street.

On January 4, 1847, the name Yerba Buena was changed to San Francisco.

Since that date the flag of the nation has constantly waved over California.

TEXTBOOKS

RESUME OF LAW RELATING TO THE FURNISHING OF ELEMENTARY SCHOOL TEXTBOOKS IN CALIFORNIA

Alfred E. Lentz, CTA Legal Advisor

A VERY considerable interest has been evidenced by any persons in the various procedures provided by law in the furnishing of textbooks to pupils in the public schools generally, and in particular, in the furnishing of textbooks to pupils in the public elementary schools.

This article is intended to review, briefly, the fundamental provisions of law relating to the furnishing of textbooks to pupils in the public elementary schools. The laws having to do with the furnishing of textbooks in the public secondary schools will be the subject of a subsequent article.

Before giving consideration to the details of the laws under which textbooks are provided for public elementary school pupils it should be observed that all textbooks used by a pupil in the public elementary schools are required by law, to be furnished to him, free of any charge whatever. The textbooks used are of two types: basic and supplementary. The state is required to provide all basic textbooks and each school district is required to provide the necessary supplementary textbooks.

A. STATE OR BASIC TEXTBOOKS

1. Adoption

Section 7 of Article IX of the Constitution provides that the State Board of Education "shall provide, compile or cause to be compiled, and adopt, a uniform series of text books for use in the day and evening elementary schools throughout the state." The section further provides that: "The textbooks so adopted, shall continue in use not less than four years, without any change or alteration whatsoever which will require or necessitate the furnishing of new books to such pupil..."

The Legislature has amplified the

provisions of the Constitution to a certain extent. The enactments of the Legislature (School Code sections 6.240-6.265) relating to the adoption, by the State Board of Education, of textbook material for use in the public elementary schools provide that:

1. The State Board of Education shall adopt one or more textbooks and teacher's manuals, as it may deem necessary, in each of the studies prescribed for the elementary schools of the state, or it shall adopt two or more textbooks and teacher's manuals, as it may deem necessary, in each of the studies prescribed for the elementary schools of the state, wherein any book to supplement the basic text is used. Morals and manners and art are excluded from the studies for which textbooks shall be adopted, but a teacher's manual in each of these studies may be adopted. (School Code section 6.260.)

2. The State Curriculum Commission must recommend to the State Board of Education, specifications for such textbooks. (School Code section 6.263.)

3. The State Curriculum Commission is empowered to study all textbooks submitted to the State Board of Education for adoption, and make recommendations thereon to the Board, but the Commission must give preference to California produced books of equal or superior merit. (School Code section 6.264.)

4. The State Board of Education must give the State Curriculum Commission a public hearing before making and adoption of textbooks. (School Code section 6.265.)

5. Preference must be given any textbook in a given subject entirely compiled, printed and published in California if such textbook is of equal or superior merit to, and is of equal or less cost than a textbook written, compiled, presented and produced elsewhere. (School Code section 6.240.)

The above are all the pertinent provisions of the law dealing with the adoption of textbook material for use in the public elementary schools of the state. There is, however, one important factor which enters into the adoption of textbooks which must be considered in connection with the application of the laws mentioned above and that is the biennial budget of the state (Section IV, Article 34, California Constitution). It is obvious that

the number of required courses or studies in the public elementary schools for which textbooks and-or teachers' manuals can be adopted is limited by the funds made available by the budget. It is obvious also that the cost of textbook material must necessarily be considered in determining whether it shall be adopted.

INASMUCH as the State Board of Education derives its powers respecting the adoption of textbooks directly from the Constitution, the Legislature cannot impose any restrictions upon that power. (Smith v. State Board of Control, 215 Cal. 421.) Thus it is that while the Legislature may provide that the State Curriculum Commission may make recommendations and that the Commission must be given a public hearing by the State Board of Education before the Board may adopt any textbook, the Board is not bound to follow any but its own judgment in the adoption of textbooks.

The State Board of Education in order to facilitate the procedure of adopting textbook material has for many years followed the method which seems the most feasible and practical to accomplish its purpose. This procedure involves the following steps:

1. The Board first determines the need for the adoption of a textbook in a subject. This is ordinarily done in cooperation with the State Curriculum Commission and the State Department of Education.

2. Having determined the need for the adoption of a textbook, the State Board issues a call for bids for textbook material which sets forth the conditions under which a person or persons possessing such material may submit it.

3. Textbook material having been submitted by those answering the call for bids, the material is referred to the State Curriculum Commission for evaluation in the light of the criteria which the Commission has previously established.

4. The bids made by those answering the call for bids are retained, unopened, by the Secretary of the State Board of Education.

5. Upon the completion of its evaluation of the material submitted, which should, ordinarily, be prior to the time fixed for the opening of the bids, the State Curriculum Commission makes its recommendations to the State Board of Education.

6. The bids are opened by the Secretary of the State Board of Education in the presence, and at the direction, of the Board at a meeting of the Board held subsequent to the time fixed in the call for bids at the time on or before which bids must be submitted.

7. Following the opening of the bids, the State Curriculum Commission gives consideration to the question of whether in the light of the bids any change should be made in its recommendation to the State Board of Education and reports its conclusions to the Board.

8. At some time prior to the adoption of textbook material, and after its receipt of the recommendations of the State Curriculum Commission, the State Board of Education must give the Commission a public hearing.

9. The State Board of Education then, or at some later time, adopts the textbook material which, in its judgment, should be adopted and enters as required by law into an appropriate agreement with the publisher of the textbook material adopted for its use by the Board.

The procedure described in the preceding paragraphs as the procedure which is ordinarily followed by the State Board of Education is not, in all respects, the only procedure, which the Board may follow. The only part of the procedure which the board is required by law to follow is its receipt of the recommendations of the State Curriculum Commission and the granting of a public hearing to the Commission, before making any adoption of textbook material, and as to other phases of the procedure, the Board may adopt any plan which does not result in any abuse of the discretion vested in the Board.

2. Printing or Purchasing

Section 7 of Article IX of the California Constitution provides that:

"The State board (of education) may cause such textbooks, when adopted, to be printed and published by the Superintendent of State printing, at the State Printing Office;—"

School Code sections 6.270-6.276 provide that the State Board of Education may, subsequent to the adoption of the textbook material, either purchase the textbooks or lease the copyright of the material or lease the necessary plates and prescribe the conditions under which such action may be taken. While the right of the

State Board of Education to purchase textbooks in completed form from the publisher has been upheld by the Supreme Court (*Smith v. State Board of Control*, 215 Cal. 421) the Board has purchased textbooks only once. In all other adoptions, the Board has leased the necessary plates from the publisher and has had the necessary number of textbooks printed from the plates at the state printing plant. It may be noted here that whenever the Board itself publishes textbooks, the printing of the books can be done only at the state printing plant.

3. Use

SECTION 7 of Article IX of the California Constitution contains these provisions:

"... and wherever and however such textbooks may be printed and published they shall be furnished and distributed by the state free of any cost or charge whatever, to all children attending the day and evening elementary schools of the state, under such conditions as the Legislature shall prescribe. The textbooks, so adopted, shall continue in use not less than four years, without any change or alteration whatsoever, which will require or necessitate the furnishing of new books to such pupils..."

Accordingly, the Legislature has provided (School Code section 6.273) that whenever any textbook material is adopted by the State Board of Education, the Board shall enter into a contract with the owner or owners of the books or plates for the use of such books or plates for not less than six nor more than eight years.

Upon the adoption of any textbook material and the purchase or publication of textbooks therefrom, the superintendent of public instruction, when so ordered by the State Board of Education, must issue an order to all county, city, or city and county superintendents of schools requiring the uniform use of the book in the grades of the day and evening elementary schools for which it was adopted. Such an order when issued must take effect on the first day of July next following the issue of the order or at the beginning of any fiscal year thereafter as may be fixed by

the State Board of Education (School Code sections 6.300-6.303).

Any teacher, or superintendent of schools or governing board of a school district who refuses to use the textbooks is made guilty of a misdemeanor and if any district refuses to use the textbooks, the superintendent of public instruction is required to withhold from the district 25% of all state moneys to which the district may otherwise be entitled, until such time as the district may comply. If it does not comply prior to the next annual apportionment of state moneys the amount withheld is lost to the district (School Code section 6.250-6.253, 6.304-6.307).

4. Distribution

When a textbook is available for distribution, each school district estimates the number it will need for the pupils of the district. It then orders the number of books needed from the Superintendent of Public Instruction, on forms furnished by him. Following the receipt of an order, the Superintendent of Public Instruction must investigate the order, make any necessary changes therein and order the books shipped to the clerk of the district, or city superintendent of schools, as the case may be (School Code section 6.295).

The same procedure is followed whenever it is necessary for a district to order additional copies of the book to care for an increased enrollment of pupils, to replace copies of the book lost, destroyed or damaged.

B. SUPPLEMENTARY BOOKS

Recognizing the fact that it is necessary to provide for textbooks to supplement those which are supplied by the state, the Legislature has made provision for the furnishing of necessary supplementary textbooks to elementary school pupils. Such textbooks, to the extent they are used in an elementary school district must be furnished at the expense of the district (School Code sections 6.250, 6.312).

The law requiring the use of the textbooks provided by the state does not in any way restrict the additional use of supplementary books purchased

for school libraries (School Code section 6.306).

Each county board of education is empowered to adopt books for supplementary use in the elementary school districts of the county, (School Code section 6.310) and it follows that no school district may provide any supplementary textbooks unless such book has been adopted by the county board of education having jurisdiction over the district.

Preference must be given to any textbook in a given subject entirely written, compiled, printed and published in California if such textbook is of equal or superior merit to, and is of equal or less cost than a textbook written, compiled, printed and published elsewhere (School Code section 6.240).

The supplementary textbooks provided by school districts are not, of course, printed by, or secured, through the state. They are purchased directly from the publisher or through a dealer. Supplementary textbooks may be provided by a district in one of two ways: First, through the county library of the county having jurisdiction over the district, if there be one, or, second, by direct purchase by the district.

EACH elementary school district is required by law to establish a library fund and to this fund there is placed each year, by the county superintendent of schools, from the moneys apportioned to the district from the state general fund, such amount as the governing board of the district may request. This sum must be not less than twenty-five dollars for each teacher unit allowed the district, but if the board makes no request, the county superintendent of schools must place in the library fund such amount as he deems necessary but not more than fifty dollars for each such teacher unit.

In the case of a city school district, or a school district comprising a city and county the amount requested by the governing board of the district cannot be less than forty cents nor more than one dollar for each pupil in average daily attendance in the schools of the district, but if the board

makes no request, then the county superintendent of schools must place in the fund, such amount as he thinks necessary but not more than the maximum specified (School Code sections 6.450-6.555).

The library fund of a school district may be expended only for the purchase of apparatus and books for a library, including supplementary books, and then only for such apparatus and books as has been approved by the county board of education (School Code sections 6.560-6.562).

If an elementary school district is situated in a county library district, it may enter into an agreement with the county library under which the school library becomes a branch county library. When such an agreement is entered into, the district must transfer its library to the county library and each year must pay to the county library, its own library fund as soon as it is available. The funds transferred to a county library may be used by the county library only for the acquisition of books and other materials as may have been adopted by the county board of education and for the care and distribution of such books and other materials to school libraries which are branches of the county library (School Code sections 6.530-6.531).

In the case of a city school district, should the governing board of the district not desire to enter into such an agreement with the county library, it may enter into a similar arrangement with the public library of the city, if there be one (School Code section 6.532).

In either case, supplementary books are provided, as indicated through the county or city library. This permits the circulation of books purchased by the library, through all the schools which have such an affiliation so that the pupils of any school district affiliated have available all the books which are available to the pupils of any other district affiliated with the library.

Should a district not desire to enter into any affiliation with a library, it is not required to do so and may retain control of, and expend, its library fund.

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SCHOOL DISTRICT COSTS

ATTENDANCE AND EXPENDITURES IN CALIFORNIA SCHOOL DISTRICTS—1929-1939

Elmer H. Staffelbach, Ph.D., Director of Research, California Teachers Association

In the fall of 1929 occurred what has been called the "beginning of a depression". The years since 1929 have witnessed various trends in our financial, economic, and social affairs. It is believed that this attempt to give a picture of attendance and expenditure trends in those educational units of the state which are directly amenable to public control, may be both interesting and enlightening. This is Part 1, dealing with elementary schools. Part 2, covering secondary schools, will appear in the September issue.—Ed.

AS the above title implies, this article deals with the expenditures in the school districts of the state for the ten-year period 1929-39. Expenditures by the state for higher and special education, and by state and counties for administration and other purposes are not included. All figures are from official records in the State Department of Education.

Expenditures and Attendance in Elementary School Districts

Table 1 gives attendance and expenditures in elementary school districts for each year during the period 1928-29 to 1938-39.

Total current expenditures in 1938-39 (\$64,217,992) showed an increase of \$2,568,581 over the year 1928-29. During the same period the number of pupils in average daily attendance increased from 622,740 to 627,423, a gain of 4,503 pupils. Capital is concerned with attendance and

total outlays increased from \$11,869,820 in 1928-29, to \$12,871,339 in 1938-39, a gain of \$1,001,519.

Unit Expenditures

The last two columns of Table 1 give, respectively, the current expenditures and the total district expenditures per child in average daily attendance. The year 1938-39 shows gains in both these columns—\$3.36 in current expenditures per child, and \$4.81 in total district expenditures per child.

These figures, taken alone, would seem to indicate an increase in expenditures per child for the period. Fortunately, however, the figures for the intervening years are also available in Table 1. See also Chart 2.

In 1928-29 a definite upward trend in current expenditures was in progress. This trend continued until 1930-31, when current expenditures

amounted to \$66,435,015—\$4,785,604 more than in 1928-29, and \$2,217,023 more than in 1938-39.

Following 1930-31 a pronounced downward trend in current expenditures occurs and continues until a low of \$55,099,193 is reached in 1933-34. *During this period of reduction school expenditures in the state were cut heavily, while other types of public expenditures maintained their previous levels, or, in some cases, were reduced but slightly.* These drastic reductions are revealed even more startlingly in the capital outlay column, where the figure \$2,864,958 for 1933-34 appears in contrast with the 1928-29 figure of \$11,869,820.

Factors Affecting Recent Increases

Table 1 shows that the years 1932-33, 1933-34, 1934-35, and 1935-36 were definitely "lean" years in so far as "current" elementary school expenditures were concerned, though after the "bottom" of 1933-34 there was a slight upward trend. Since 1935-36 this upward trend has steepened considerably, a condition entirely to be expected after a period of drastically reduced spending. During the period of reduced spending, supplies and instructional aids of all kinds were used up and not replaced. Also, salary schedules were "frozen" in many cases, and earned increases not allowed. An attempt to return to normal conditions, as revealed in figures for

Table 1. Average Daily Attendance and Educational Expenditures² in Elementary School Districts in California, 1928-29 to 1938-39

Year	Total Current Expenditures	Capital Outlays	Total District Expenditures	Average Daily Attendance	Current Expenditures Per unit of A. D. A.	Total District Expenditures Per unit of A. D. A.
1928-29	61,649,411	11,869,820	73,519,231	622,740	98.99	118.06
1929-30	64,570,582	11,494,163	76,064,745	636,309	101.48	119.54
1930-31	66,435,015	9,484,954	75,919,969	648,715	102.41	117.03
1931-32	63,924,610	6,651,421	70,576,031	655,733	97.48	107.63
1932-33	56,440,820	3,236,829	59,677,649	639,701	88.23	93.29
1933-34	55,099,193	2,864,958	57,964,151	630,585	87.38	91.92
1934-35	55,747,444	8,582,607	64,330,051	624,926	89.21	102.94
1935-36	57,133,664	13,674,382	70,808,046	614,819	92.93	115.17
1936-37	59,003,620	18,090,673	77,094,293	629,848	93.68	122.40
1937-38	62,169,922	10,083,715	72,253,637	631,175	98.50	114.47
1938-39	64,217,992	12,871,339	77,089,331	627,423	102.35	122.87

Chart 1

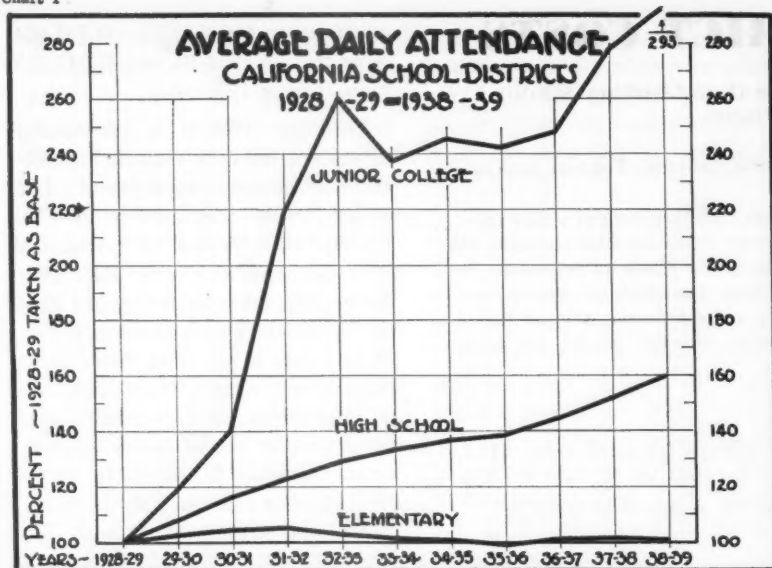


Table 2. Reductions in Current Expenditures in Elementary School Districts, 1930-31 to 1938-39, Figured on the Bases of Current Expenditures in the Years 1928-29 and 1930-31, Respectively.

Year	Actual Reductions	
	Figured on 1928-29 base	Figured on 1930-31 base
1928-29	base	
1929-30	\$-2,921,171	
1930-31	-4,785,604	base
1931-32	-2,275,199	\$ 2,510,405
1932-33	5,208,591	9,994,195
1933-34	6,550,218	11,335,822
1934-35	5,901,967	10,687,571
1935-36	4,515,747	9,301,351
1936-37	2,645,791	7,431,395
1937-38	- 520,511	4,265,083
1938-39	-2,568,581	2,217,023
Totals	\$11,751,248	\$57,742,845
Total 1931-32 to 1938-39	19,458,023	57,742,845
Total 1931-32 to 1937-38	22,026,626	55,525,822

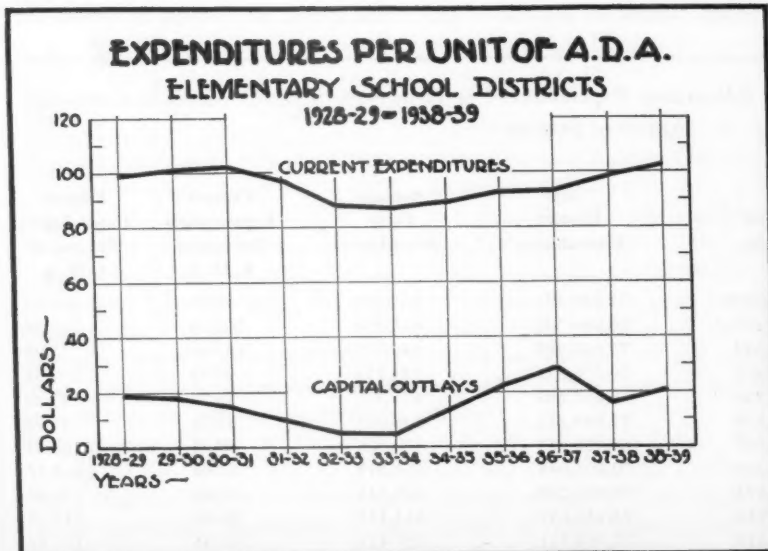


Chart 2

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the last three years of the period under study, could only result in a temporarily steepened upturn of the expenditure curve.

Capital outlays in 1933-34 were little more than one-fourth what they were in 1928-29. The tendency to keep this form of expenditure at a minimum continued until 1935-36, when two factors served to force a sharp increase in capital outlays. One of these factors was the neglect of building needs during the preceding "lean" period. The other, and probably more potent factor, was the compulsory restoration and earthquake-proofing of school buildings, due to a major catastrophe and the resultant legislation. Millions of dollars were spent to restore buildings to make existing buildings conform to engineering specifications as a result of legislation passed in 1933.

Summary Concerning Gross Expenditures in Elementary School Districts

Current expenditures in elementary school districts in 1938-39 were slightly less in proportion to attendance than in 1930-31, when the "pre-depression" upward trend reached its peak. The influence of the depression reveals itself in the figures for the years 1931-32 to 1937-38. Reductions in current expenditures which may reasonably be attributed to depression influences are shown in Table 2.

Actual amounts of reductions in current expenditures as shown in Table 2 are startlingly large, whether figured on the 1928-29 base of \$61,649,411 or on the more logical 1930-31 base of \$66,435,015.

Figured on the 1928-29 base, total net reductions for the whole period come to \$11,751,248. This is a rather academic figure, since it includes a large negative offset for the years 1929-30 and 1930-31, when "depression" influences were not yet operative with respect to current expenditures. For the years 1931-32 to 1938-39, inclusive, the total actual reduction is \$19,458,023; and for the years 1931-32 to 1937-38, when depression influences were distinctly in operation, the total actual reduction from the

1928-29 base is \$22,026,626.

Using the current expenditure of the year 1930-31 as a base, actual reductions for the entire period 1931-32 to 1938-39 total \$57,742,845. By leaving off the year 1938-39 the total is reduced to \$55,525,822. If attendance in elementary school districts had remained stationary throughout the period under study, this figure (\$55,525,822) would probably be a pretty close estimate of actual reductions in current expenditures attributable to depression influences.

However, as may be seen from Table 1, considerable fluctuations in attendance occurred during the ten-year period. Current expenditures per pupil in average daily attendance are given in Table 1 for each year of the period. This derived figure gives costs in proportion to attendance.

Expenditures per pupil reflect the pre-depression trend upward during the years 1929-30 and 1930-31, when a "top" of \$102.41 per pupil is reached. From 1931-32 the trend is downward to the 1933-34 low of \$87.38. Thereafter the trend is slowly but regularly upward.

Depression Influences in Terms of Current Expenditures Per Pupil in Average Daily Attendance

Reductions figured in terms of current expenditures per pupil will probably be somewhat more valid as measures of depression influences than the actual figures set forth in Table 2. Table 3 gives reductions in current expenditures for each year of the period under study calculated with respect to numbers of children actually attending school.

The figures of Table 3 show that, when fluctuations in attendance are included, the reductions in expenditures in elementary school districts during the ten-year period from 1928-29 to 1938-39 total \$24,655,063. If, however, we include only the actual years when "depression" influences operated the reductions from the 1928-29 expenditures total \$30,566,218.

As has been pointed out above, the pre-depression upward trend in expen-

Table 3. Reductions in Current Expenditures Per Pupil in Average Daily Attendance in Elementary School Districts; Total Reductions in Current Expenditures in Elementary School Districts; Calculated from the Base Years 1928-29 and 1930-31, Respectively.

Year	Base Year 1928-29		Base year 1930-31	
	Reduction per pupil	Total reduction	Reduction per pupil	Total reduction
1928-29		Base		
1929-30	\$-2.49	\$-1,584,401		
1930-31	-3.42	-2,218,605	Base	Base
1931-32	1.51	990,157	\$ 4.93	\$ 3,232,764
1932-33	10.76	6,883,183	14.18	9,070,960
1933-34	12.61	7,951,677	15.03	9,477,693
1934-35	11.78	7,361,628	13.20	8,249,023
1935-36	6.06	3,725,803	9.48	5,828,484
1936-37	5.31	3,344,493	8.73	5,498,573
1937-38	.49	309,277	3.91	2,467,894
1938-39	-3.36	-2,108,141	.06	37,645
Total for period		\$24,655,063		
Total 1931-32 to 1938-39		28,458,077		\$43,863,036
Total 1931-32 to 1937-38		30,566,218		43,825,391

ditures continued to include the year 1930-31. Therefore, that year (1930-31) is a more logical base to use in estimating the effects of depression influences. Table 3 indicates that the depression operated to reduce expenditures in elementary school districts by a total of \$43,825,391 during the period 1931-32 to 1937-38, inclusive. It will be seen that this figure is nearly twelve million dollars short of the estimate (see Table 2) base on actual expenditures in which no allowance was made for fluctuations in average daily attendance.

To what extent school expenditures can be expected to change in immediate conformity with changes in attendance, it is impossible to say. It will probably cost as much to run a school for 300 pupils as it will to run a school of 310 pupils. In the long run expenditures probably tend to vary rather closely with attendance, but not immediately and not exactly. For this reason, it is probably safe to say that depression influences served to reduce current expenditures in elementary school districts during the years 1931-32 to 1937-38 somewhere between 43 million and 55 million dollars.

Capital Outlays in Elementary School Districts

A glance at Table 1 will serve to reveal the fact that depression influences affected capital outlays in elementary school districts at least one year earlier than they affected current expenditures. Capital outlays in 1929-30 (\$11,494,163) remained approximately the same as for the year 1928-29 (\$11,869,820). Thereafter the trend was steeply downward until a low of \$2,864,958 was reached in 1933-34.

In 1935 and the years which followed, two factors served to force sharp increases in capital outlays. One of these factors was the neglect of building needs during the preceding "lean" years. The other, and probably more potent factor, was the compulsory earthquake-proofing of school buildings forced upon school districts by the state Legislature. Millions of dollars were spent to make existing buildings conform to safety specifications as a result of legislation passed in 1933.

It is a fairly easy matter to estimate depression effects upon capital outlays during the period 1928-29 to 1934-35.

After 1933, if such influences operated at all, their effects are not statistically discernable.

Table 4 gives reductions and increases in capital outlays figured on the 1928-39 base for the years 1929-30 to 1938-39 inclusive. Actual reductions and increases are given in columns 1 and 4 respectively; reductions and increases in proportion to attendance are given, respectively, in columns 3 and 6.

Net reductions in actual capital outlays for the entire period 1928-29 to 1938-39 totaled \$19,663,163. Reductions, allowing for fluctuations in attendance during the ten-year period, add up to \$23,743,387.

During the years when depression influences were definitely in operation (1928-29 to 1934-35) the actual net reduction totaled \$26,903,992, and the reductions in proportion to average daily attendance totaled \$30,748,587.

Table 4. Reductions and Increases in Capital Outlays in Elementary School Districts, 1929-30 to 1938-39, Based on Capital Outlays in the Year 1928-29

Year	Less than Outlay in 1928-29			Greater than Outlay in 1928-29		
	Actual Reduction	Reduction per pupil	Reduction in proportion to attendance	Actual Increase	Increase per pupil	Increase in proportion to attendance
1928-29	base	base	base	base	base	base
1929-30	375,657	1.00	636,390			
1930-31	2,384,870	4.44	2,880,295			
1931-32	5,218,399	8.92	5,849,138			
1932-33	6,632,991	14.00	8,895,814			
1933-34	9,004,862	14.52	9,156,094			
1934-35	3,287,213	5.33	3,330,856			
1935-36				1,804,562	3.18	1,955,124
1936-37				6,220,853	9.66	6,084,332
1937-38	1,786,105	3.08	1,944,019			
1938-39				1,001,519	1.45	909,763
Totals	28,690,097		32,692,606	9,026,934		8,949,219
Net increase or decrease for the period 1929-30 to 1938-39						
	19,663,163		23,743,387			
Net reduction for period 1929- to 1934-35*						
	26,903,992		30,748,587			

*The reason for using only the period prior to 1934 is explained in the text of this article. It is briefly this: In 1933 the Legislature made earthquake-proofing of school buildings mandatory. This act forcibly induced large outlays, thus offsetting "depression" effects.

Summary Concerning Depression Influences Upon Elementary School District Expenditures

IF we take from the foregoing text and tables estimates of the effects of "depression" influences upon current expenditures and capital outlays in elementary school districts, we get the following:

	Actual	In proportion to attendance
Reductions in Current Expenditures 1931-32 to 1937-38.		
Based on year 1930-31.....	\$55,525,822	\$43,825,391
Reductions in Capital Outlays 1929-30 to 1934-35, based on the year 1928-29.....	26,903,992	30,748,587
Totals.....	\$82,429,814	\$74,573,978

Thus it appears that total expenditures in California elementary school districts (1929-39) were reduced as a result of depression influences between 75 and 82 million dollars.

Sub-Table A. Capital Expenditures Per Pupil in Average Daily Attendance in Elementary School Districts 1928-29 to 1938-39, Inclusive

Year	Capital Expenditures per Pupil
1928-29	19.06
1929-30	18.06
1930-31	14.62
1931-32	10.14
1932-33	5.06
1933-34	4.54
1934-35	13.73
1935-36	22.24
1936-37	28.72
1937-38	15.98
1938-39	20.51

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CTA HONORARY LIFE MEMBERS

THREE NOTED CALIFORNIANS RECENTLY ELECTED

1. Mrs. Cora F. Bender

Mrs. Cora F. Bender, pioneer Bakersfield school teacher and principal Washington School, for 26 years until her retirement in 1930, is widely known in educational circles.

She went from San Francisco to Kern County at the age of 16, in 1877, to teach in East Bakersfield. She taught school until her marriage in 1890. Upon the death of her husband in 1904, she returned to her teaching career and in 1910 was awarded the principalship of Washington School. A year later she became supervising principal.

For the next 26 years Mrs. Bender was tireless in her efforts to help children in her role as principal. Upon her retirement on June 27, 1930, she became a member of Retired Teachers Association of California, and later a director in the organization. Still active today, Mrs. Bender is now auditor of the association.

In accepting the membership, Mrs. Bender stated that April 12, the date of her receiving the Honorary Life Membership, was her birthday, so the honor was greatly appreciated.

Giving a short account of her experience, Mrs. Bender states that she is a native of Mariposa, and that both her mother and father came across the Isthmus of Panama in the very early days of the state's history.

As a girl she attended the old Denman School in San Francisco. John Swett was her school principal. She is the proud possessor of one of the Denman Medals, awarded by John Swett for scholarship.

2. Charles L. Geer

Charles L. Geer was born in Ellsville, South Dakota, August 22, 1884; lived 9 years in South Dakota, 3 years in Iowa and balance in California. Graduate of Campbell, California, High School in 1903; also attended New Hampton, Iowa, High School, 1895-97. Graduate of Stanford in 1907. Graduate student at Stanford and San Jose State 1907-08.

Teacher Paso Robles High School 1908-11. Went to Coalinga 1911. Principal High School from 1915 and District Superintendent of Coalinga District Schools from 1916. Retired Oct. 1, 1939.

President CTA Central Section 1928; president Fresno County High School Principals Association for 20 years, Scout

worker and official 20 years, member CTA State Council 15 years, secretary CIF Central Section 23 years, member State Council California Interscholastic Federation Council 20 years and now honorary member for life.

As athletic coach and physical director boys won 9 Fresno County track championships in 11 years, taking more than two-thirds of all first places during this time. Boys won championship of California in 1917 (8 of 12 boys in senior class placed in State Track Meets and all 12 were members of some team. Every boy in school was expected to take part, not to win but to develop.

Hobby — collecting fossils. Have one of three or four best collections on coast, housed in large brick museum. Former Sunset Grammar School building is now combination recreational center and museum.

Married Mary Benzing in 1910. Daughter, Ruth Geer Heagy, is graduate of Fresno State College. Son, Charles Geer Jr., is graduate Stanford 1937 and is instructor Coalinga High School.

3. Joseph Marr Gwinn

A farewell reception honoring Dr. and Mrs. Joseph Marr Gwinn at the Hotel St. Claire, San Jose, May 1, was given by officers and faculty of San Jose State College. The affair was formal and approximately 150 teachers of the college with their families were in attendance.

Dr. Elmer H. Staffebach, head of the department of teacher-training and education, of which Dr. Gwinn has been a member for the past four years, was toastmaster. Musical numbers were presented, after which Dr. Staffebach talked of the splendid work of Dr. Gwinn.

Roy W. Cloud, state executive secretary of California Teachers Association, spoke in appreciation of the work of Dr. Gwinn. Mr. Cloud recounted Dr. Gwinn's services as superintendent of schools of San Francisco, as president of California Teachers Association, as a professor of education, and as a friend of the boys and girls and teachers of California. He paid high compliment to both Dr. and Mrs. Gwinn and expressed his pleasure that they would continue to reside in California.

The address of the evening, The Train-

ing of Teachers, was given by Dr. John C. Almack, professor of education, Stanford University, who in addition to discussing the matter of teacher training, also paid high compliment to Dr. Gwinn.

It is of interest to members of California Teachers Association to note that Dr. Gwinn, at the last meeting of the Board of Directors, was made an Honorary Life Member because of his contributions to education in California and because of his active participation in this Association.

In closing his remarks at the farewell reception Dr. Gwinn stated that he had had many opportunities to observe the work being done by teacher organizations in the United States and he believed that California Teachers Association was one of best in the nation in its organization and in the service rendered to its members.

* * *

The Valley

Henry Glass, Needham Elementary School,
Lodi, San Joaquin County

HANDS spreading outwardly in questioning gesture,
Arms unfolded to welcome its bosomed minions.
Crawling, creeping,
Seeping, pulling,
Shouting, bending,
All a discordant symphony.
From its leafy crown
To its sprawling length,
It unrolled passively,
Terrible in its nakedness and loneliness.
The moving cars, the jungle stench,
The hot sweat, the endless vines,
The slung packs, the glaring sun,
Voices restless in the smouldering heat.
Slowly the hands cupped,
The flowing body doubled itself,
The mere outline of the figure
garnished the paleness of the sky.
The lights howled, the air spoke softly,
Figures paled, walls closed,
Chairs creaked, flames crackled,
The door closed quietly,
The wisps of smoke trailed
the embers of day.

* * *

The Days We Celebrate, compiled and edited by Shaufler and published by Dodd Mead and Company, comprises a series of anthologies for the use of students and teachers. Fourth volume, *Celebrations for Special Occasions* (420 pages, price \$2.50), of the new series has now appeared and completes and brings down to date the entire set of 21 volumes. The new four-volume set certainly has an important place in every school.

SIX-MAN FOOTBALL

SAND-LOT FOOTBALL STREAMLINED

Sterling S. Winans, Physical Education, Santa Barbara High School

THE old question — "Aw, can't we play tackle?" — which has bombarded boys physical education instructors, has at last been answered for over 100 boys at Santa Barbara High School, by — "Sure, come around at 2:30 p.m. We'd like to have you!"

This is in addition, of course, to some 50 boys of gifted athletic ability who do a "fair-to-middlin'" job of representing the Olive and Gold in the interscholastic competition of Southern California.

The average boy has yearned for the thrill of a rugged contact game as played by a squad of his more highly-skilled classmates, but his parents have shivered at his substitution of the "sand-lot" variety in which the playing surface is not what it should be, equipment is nil, competition is unbalanced, instruction and supervision lacking, and the safety factors add up to zero.

The boys physical education department, headed by Clarence Schutte, undertook the organization of an intramural 6-man football league at the beginning of the fall semester, in place of a sophomore football team with a schedule of interschool contests. A regular instructor was assigned to the activity as well as a practice teacher from State Teachers College.

Two factors, among others already mentioned, made this venture possible. The turfing of an auxiliary field provided three football fields each 80 yards long (20 yards less than specified in the 6-man football rules) and 40 yards wide, with ample space between and around them.

The second factor was a supply of football equipment to adequately provide for 80 boys including pants, shoulder-pads, colored jerseys, and helmets. This was possible because of unusual gate receipts from a community that likes to watch good football on Saturday and takes joy in

seeing \$2,000 or so turning "over and over" on the playing fields each afternoon during the week.

The maintenance department of the City Schools installed 6 sets of white removable goal posts and constructed 3 "down-number" boxes and 3 "yardage-line-markers" in order that 3 games might be played simultaneously. The fields were marked out every Monday morning during the playing season by the care-taker of the Stadium.

The 6-man football rules have done a great deal to make this game a suitable intramural activity. In addition to limiting the number of men to almost half that of the interscholastic game, the rules allow any man to be eligible for a forward pass. Since the offensive team may not advance the ball beyond the line of scrimmage until a forward or a lateral pass has been thrown, there are plenty of passes and the thrill of the unexpected is added as the defensive team is permitted to advance a fumble, contrary to the 11-man rules.

A premium is placed on kicking: a field goal scores 4 points, and a successful try-for-point after a touchdown scores 2 points if the conversion

is by means of a drop or place kick. Fifteen yards must be gained in a series of 4 downs.

A preliminary organization and training period of 3 weeks was necessary before even a practice round could be played. During this time, equipment was issued, considerable time devoted to a general body-building "warm-up" drill (also used before each game and between halves) and instruction and practice was given in fundamentals — particularly blocking, tackling and falling on the ball.

Emphasis on Safety Factors

Emphasis was placed on the safety factors in the contact elements of the game: "keep your eyes open", "keep the head up", "pull in your neck", and "relax when you fall"! Plenty of time was spent on 8 movable "dummies" when they were not in use by the varsity squad. In this new situation, captains were picked by the instructor. Each one chose his squad of 8 men and selected a team name.

Teams were given instructions in how to shift to several formations: single and double "spread", "T" formations and punt formation but captains and teams were urged to devise their own "shifts" and plays.

Nine 8-man squads were organized and an additional squad was added after the mimeographed schedule was given out to the players. The extra men on each squad provided for absence or possible injury of a player. An official board of directors was elected to assist in the governing of the league. By playing three games on Monday, Wednesday and Friday and two games on Tuesday and Thursday two complete rounds were played by Thanksgiving. Participation in this activity served as a substitute for required physical education; however, approximately one-half of the boys were enrolled in some other physical education class or in ROTC.

One hundred and twelve boys participated this first season although only 80 could be equipped at any one time. As a player found that he had to drop out for one reason or another, his suit was immediately checked out to an applicant at the top of the waiting list which was always full. Sophomores, juniors or seniors were eligible for play.

THE officiating each night was handled by 3 teams not scheduled to play and was surprising in its quality. The score-keeper's report of each game was posted for one day on the bulletin-board and a copy

Boy Grizzly and Wolf

CAXTON Printers of Caldwell, Idaho, are doing a great service for literary America by bringing together the folk stories and Indian legends of our country which otherwise might be lost. *Boy Grizzly and Wolf* by Peter Gray Wolf, 16 stories told in the manner in which he has used them in entertaining schools, clubs and camps. Each story recounts the doing of some legendary hero of Indian lore or describes some natural phenomena about which the ancient Indians marveled.

The book is tastily illustrated by Helen Hughes Wilson, who has brought a rich background to the volume because of her interesting portrayals. Price \$2.

was generous in publicizing the results of the games and the team standings each day. This was due in part to the fact that information was submitted in a concise form which could be easily used by the newspaper staff.

Certain special events through the season helped to build the morale of the league. Among these was an official "opening" ceremony at the first set of league games at which local school officials aided the boys in a proper "sendoff". The teams played an exhibition game for a neighboring elementary school outside the city and two other teams provided the halftime entertainment at one of the high school varsity games.

A night exhibition was the nucleus of a PTA program. Members of the boys cooking classes helped to stage a "super-bean-feed" Thanksgiving week to finish off the season in the approved style. Music, speeches, football movies and balloting for first and second all-star teams made a worth while evening.

It is not possible to state definitely the outcome of this activity nor will it be. For one thing, this is the first season of this activity. There was a keen interest among the boys. The sportsmanship was a noticeable characteristic. Team spirit and the "game-situation" livened the pace of group instruction and achievement. There was a definite improvement in play. The games were high scoring contests: the score of one game was 41 to 20 and the team that won the game was 20 points behind at the beginning of the second quarter.

In some 75 games among inexperienced boys, injuries were expected but in this respect the outcome was more than satisfactory. There were two injuries that may be called serious: a dislocated knee sustained by one player during a "still" tackle in early season instruction and a broken clavicle during a league game. Those boys who desired the protection of California Interscholastic Federation Athletic Protection Fund could have their membership fee of 75 cents per boy paid by the Student Body.

SOME of what has been written in this summary will be trite to a member of the profession; however, there are three factors already mentioned that make this project have possibilities of great development in this high school: (1) the large number of boys that have been adequately equipped, sent to the newspaper. The local paper (2) The availability of three auxiliary football fields, and (3) the protection offered each player through the agency of the Student Body and the Athletic Protection Fund.

It appears, from this viewpoint, that this is an activity befitting the ever-moving cur-

riculum of a modern high school which seeks to align itself with the real needs of adolescent youth.

* * *

English in Action Series, by Tressler and others, published by D. C. Heath and Company, 285 Columbus Avenue, Boston, comprises a 10-year cumulative English pro-

gram for grades 3-12 which commands the respect of the entire English-teaching field. Heath has brought out recently the third edition of courses 3 and 4; price \$1.20 each.

The *English in Action Series* is unusually comprehensive, admirably graded and appears in several editions. It includes practice books, teachers manuals, and other supplementary materials.

CHEATING AND MARKS

STUDENTS' OPINIONS ON CHEATING AND MARKING SYSTEMS

Oscar E. Fylling, Teacher, Social Sciences, Oroville Union High School, Butte County

ARE teachers partly responsible for much of the cheating that goes on in the average high school?

Such seems to be the opinion of 60% of the students here, in a typical California secondary school of more than 700 regularly enrolled students. In fact, only 29% of the students who answered a recent carefully-prepared questionnaire declared that the teachers were not at all responsible for cheating.

The question that brought this opinion was worded as follows:

Do you think the teachers are responsible for much cheating because of their insistence on high standings?

Students indicated their choice as very much, some, or not at all. This question was one of 20 formulated by the writer with the assistance of several faculty members and Principal Nisbet, and presented to the student body. The project was promoted partly to assist the faculty members in general in their attempts to foster citizenship development, and partly to assist counsellors in their desire to build up individual morale and idealism.

The questions as presented to the students were designed to bring out frank opinions as to the extent of cheating, as to what was thought to be cheating, as to what extent pressure by teachers facilitated incorrect classroom behavior, as to the attitude toward the honor system, the present marking system, and classroom, hall, and assembly behavior.

Most of the students (87%) believe that there is more or less cheating going on all the time. Replies indicated that there was

a common feeling among the students that teachers should not make a fetish of high marks, that temptation should not be placed in the way of the students, and that more emphasis should be placed on the value of content rather than on high standings.

Students seemed to realize their weaknesses and apparently felt that instructors should not permit them to develop undesirable habits. Perhaps there is merely reflected the human desire to "pass the buck" and then perhaps the feeling of weakness revealed by the answers emphasizes the ever-present need for adult sympathy and guidance.

Three-fourths of the students felt that proper leadership could bring them to feel that the important thing was what they learned, not what they received as a mark. However 66% felt that the present marking system was necessary in order to maintain high scholarship. The average Oroville high school student seems to want to have his attention focused on the values of education, at the same time not forgetting the "pay" which they realize should be the subsidiary reward.

Four-fifths of the students feel that the instructor who marks quite frequently grades most fairly. Only one-third have faith in the honor system, although about one-half believe that it can be used successfully at times; 72% feel that the giving of the same test throughout the day promotes cheating; 69% admit "sponging" fairly frequently.

More than half of the students said their opinion of a highly-respected friend would be changed if they discovered him cheating. Yet 63% of them say they have cheated at times to keep up with other students who receive high marks. Again the tendency is to blame the teacher for permitting certain conditions to exist which facilitate easy copying. Undoubtedly the teachers attitude has something to say as to the condition which exists in the classroom. Then again perhaps our courses in citizenship fail in not developing the proper self-reliance and will-power in the face of temptation.

MARK KEPPEL HIGH SCHOOL

Lawrence T. Magee, Teacher, Mark Keppel High School, Alhambra, Los Angeles County

TO develop sound minds in sound bodies, was the foremost consideration of the Alhambra Board of Education when they planned, built and turned over to the community their new million-dollar plant, Mark Keppel High School.

The new structure is the last word in educational efficiency. Every modern device which will assist teachers and students has been supplied. Every piece of equipment is new. The biggest educational news around this district is the way the citizens of Alhambra point with justifiable pride to their new school.

Fine Mass Effect

Predominating on the campus is the administrative building, flanked left by the auditorium and right by a wing which houses the social-science classes on the main floor and English departments on the second.

Because of the natural topography, augmented by preliminary grading before any of the construction work was started, the gymnasium and industrial arts buildings were kept lower than the administration building, leaving the latter as the dominant structure of the school.

Combination of conservative design and natural colors has resulted in a study of mass with simple outline, modern in appearance, yet without the extreme and unnecessary elements and motives of modernistic construction. It should endure in fresh appearance without becoming dated.

An impression of solid foundation is conveyed by the spread of the buildings over the 30-acre site and by the lower third of the exterior finish, which is in natural brick. The brick provides not only a pleasing horizontal pattern, but a rich rust-red around the lower portion of the buildings. Above the brick a well-matched pink tone is provided through the use of crushed tile in the plaster. A moulding of natural concrete rims the top, providing a light skyline against the valley and mountains.

Use of these natural and permanent colors, which will retain their mellow freshness permanently, will make it unnecessary to ever paint the exterior of the buildings.

Two colorful square panels on the auditorium wall and a large group of figures

over the entrance to the auditorium vie with the artistic architecture. These are a new type of "murals in relief" of stainless steel, baked enamel and brass. They are the work of Millard Sheets, head of the art department, Scripps College and nationally-famous painter and muralist. It is believed that, except for the theme figure of the Russian building at the New York World Fair, the Mark Keppel panels are the first in the United States of this type of art. The main panel depicts the history of California; the two smaller ones illustrate California and Los Angeles County cultural and educational development.

In planning the buildings, location of the administration building and auditorium are carefully considered in relation to other units. To enter the administration offices, one passes through a rally court, an innovation which provides a spacious gathering place for students. Future extensions are provided for in the location of the various wings.

The planning and location of buildings is best illustrated by the placing of music and art departments at the extreme west end of the building next to the auditorium. This separates other classrooms from the music classrooms and makes the auditorium easily accessible to the music and art departments.

A new handling of sunlight is employed in the main corridors. A continuous sash over the doors has accented the structural

Mark Keppel, former Los Angeles County Superintendent of Schools, for many years President of California Teachers Association, and a great California leader in education and in good citizenship



features and made the well-lighted and spacious corridors more interesting. Lockers for 3000 students are provided in the corridors. Corridor floors are of asphalt tile, providing a silent and easily-cleaned surface of strong wearing-qualities.

Lining both sides of the main corridors (598 feet long) are large display cases for showing of student work. They are built into the walls and are lighted from the inside. Another feature of the corridors which impresses visitors are the ample, well-lighted stairways.

Individualized Classrooms

While the classrooms are more or less standardized by appearance, the desk or table equipment and paint scheme is adapted to the use of each. In the selection of colors for the classrooms, the theory of polarized light was used. By this, window walls and the opposite walls are done in light colors while the front and back walls which students and teachers face are finished in darker, restful shades. Carrying out the theory still further, the tones vary as to location of the rooms, those on the south side being in darker and cooler colors and those on the north side being in warmer colors.

A bus station has been provided on the grounds so that buses drive off the street to pick up and discharge students. Ample parking space has been provided for student and faculty automobiles. All of the grounds excepting the turf and playing-fields are paved with asphaltic concrete. Playgrounds are fenced.

ALL the departments in the school are modern in every respect. The halls of the art wing are lined with showcases illustrating the beautiful work done in the department. The tables are all the type that raise and contain ample storage space for material. There are larger tables for poster work and 4 large floor-loom plus 6 table-loom. In addition, the art department contains complete book-binding machines, sewing-tables and presser, jewelry tables with lights, gas and air at each section of the table, a gem-cutting and polishing machine, an exceptionally large kiln and an air-brush and power-cutter for modern poster and show-card work.

Music department boasts complete studio sound-rooms with three spinet and two grand pianos. In addition to all orchestral and band instruments it also has a modern recordio which is used as a testing-device for all voices. Each student makes a record of his voice, both at the beginning of the semester and again at the end.

Unusual pieces of equipment enjoyed by members of the business education department include: a Remington complete accounting machine for work in banking, a new electric power mimeograph and an electric mimeoscope.

Industrial Arts building houses 6 complete shops and 2 drafting rooms. The print-shop has 6 new standard improved all-steel type-cabinets, new inter-type slug-cutting machine,

room-saw, stereotyping outfit, paper-drill and stapling-machine. The stereo-ink process for making type-reverses and relief-cuts will be used in a high school for the first time.

In the cabinet shop is the usual line of power machinery. The woodworking benches were made up specially and will accommodate two boys each. These benches are equipped with 10" rolling-nut vises.

Drafting Rooms and Shops

Drafting rooms are equipped with steel drafting benches. These benches have 6 individual lockers for storing drawing-boards, instruments, etc. There is also a continuous blue-printing machine.

The general metal shop is equipped with two gas-forges, two Knapp forges, arc welder, 7 acetylene welding outfits and complete foundry equipment.

In the electric shop there is a full line of sheet-metal equipment in addition to the regular electrical equipment.

The machine shop is equipped with 8 engine lathes. There is also a 16" shaper, a 20" drill press, a 10" drill press, a tool and cutter grinder and a milling machine.

Auto shop, in addition to the general run of equipment, is to have a valve service cabinet, including facilities for grinding valves and valve-seats. It is also to have a complete battery shop with a capacity for charging 8 batteries. The shop is also equipped with an auto-start grinder and a 10" floor-type drill-press.

Home economics department is also complete in every detail. It has 16 all-electric sewing machines. Each girl has a separate removable locker which she may use in any room in the department. The dressing-rooms are fully equipped with 3-way mirrors. The supply room has a copper steamer for blocking hats.

There are two cooking-rooms equipped with 6 electric and 6 gas stoves, each having metal cabinet-tables to match. Each range is adjacent to a double tile sink. There are also two 16-foot refrigerators. The demonstration dining-room is outstanding with its Wilton carpet, Duncan-Phyfe furniture and silverware, crystal and china service for 16, all made to order. All the culinary is the newest and latest.

WITH its beautiful construction and completeness of equipment, with its enthusiastic faculty and student-body, it is no wonder that Superintendent George Bettinger and Principal Lawrence White smile with pride when they view Alhambra's new Mark Keppel High School.

* * *

Every year for a good many years San Luis Obispo City Schools (Charles E. Teach, superintendent) have issued an excellent, illustrated newspaper entitled *San Luis Obispo School Review*, published immediately before the opening of Public Schools Week and reaching every home. Edited by the junior college journalism class, its editorial advisors are Mr. Teach, Mrs. Carmel Anderson and Glenn Pinkham.

Mr. Teach was recently unanimously re-elected as city superintendent for a fourth term which, when finished, will complete 16 years of service there.



Here are the boys and girls who make our operettas so successful

JUNIOR HIGH OPERETTAS

*Mrs. Edna Bruce, Vocal Music Teacher, Southwest Junior High School,
Sweetwater Union High School District, San Diego County*

FOR the past eight years the Associated Student Body of Southwest Junior High School has sponsored the production of an annual operetta. Many times an operetta is the work of either one group, or several small groups of students, but at Southwest Junior High School it is truly a student-body project.

The entire cast is furnished by the glee club, which is a group of mixed voices. The various characters in the cast are determined by try-outs held in the auditorium before a group of judges composed of faculty members. These try-outs are held after two weeks of study on the part selected. Any member of the glee club may study, and try for, any part they wish. Those who do not carry either a vocal or spoken part, furnish the members of the chorus.

Any dances which may be in the operetta are supplied by the girls' physical education department. They are taught to the girls as part of their regular physical education work, and the best ones from the class are selected for the production.

The costumes are designed and made by the home economics classes. The art classes make the advertising

posters and many of the innumerable little hand and stage properties that are always needed.

The designing and construction of the stage set is done by the woodshop classes, principally by the stage crew working under the direct supervision of the shop instructor. The accompanying music so essential to the success of any musical production is furnished by the advanced orchestra.

The tickets to the evening performances are sold by the various homerooms. This phase of the production creates quite a rivalry, not only between the homerooms but individual students as well, as the Student Body Council offers a prize to the homeroom selling the greatest number of tickets and the student selling the greatest number.

It can be easily determined that the principal, the teachers and a large majority of the student body, are directly or indirectly a part of the annual school production. We have the full cooperation of the principal, Joseph Rindone, Jr., as he feels that this is a very worthwhile project. Southwest has presented several outstanding operettas during recent years.

Statewide Survey on Teaching Methods

STATE Committee on Classroom Teachers Problems, at the recent CTA annual meeting, Fairmont Hotel, planned a questionnaire on practical methods and procedures of teaching, such as—What is the average reading-readiness age? etc.

Mrs. Geneva P. Davis, teacher, Belvedere Elementary School, Los Angeles, and chairman of the sub-committee formulating the questionnaire, urges teachers to send in questions from which the basic questions of the survey-study will be compiled. Send any and all questions to Mrs. Davis, at 855 North Avenue 50, Los Angeles, by October 1.

This advance announcement is published in June issue of this magazine so that classroom teachers throughout the state may be looking forward to the questionnaire to be distributed by the State Committee on Classroom Teachers Problems. Professor Herbert G. Florcken, Modesto Junior College, is chairman of the committee.

Bessie C. McCabe

*Santa Clara County Teachers Establish
Scholarship in Honor of Beloved
Educational Leader*

Bessie C. McCabe, director of curriculum, Santa Clara County Schools had served 18 years in that office under three county superintendents; previously she had taught

Semper Fidelis

In Memory of Bessie McCabe
A Tribute by May F. Coolidge

A LONG the road, around the turn—
A matchless Maytime ride—
With greening hills and canyons cool
And flowers on every side;

The heat of June, a summer haze
The valley hanging o'er;
A dusty path, a weary turn,
And thrice one hundred more;

A quiet ride, the same old road,
The hills all bare and dun,
An autumn stillness in the air,
A sadness in the sun.

A bitter climb, a hidden road,
A watchful pace and slow,
With peril waiting on the turn
In sleet and ice and snow;

So did she climb the winding way
Her mission to fulfill,
And willingly the dangers dared
For those upon the hill.

The old earth brought each season's change,
The dull, the dark, the fair;
Upon a mountain was a school,
And she was needed there.

And all unconsciously we learned
That which she strove to teach—
To keep the road and joyous climb
If we the heights would reach.

in the elementary school of San Jose Normal School. She was a graduate of the old San Jose Normal and later attended Teachers College, Columbia University. Her sis-

ter, Josephine, is a teacher in Lincoln Elementary School, San Jose.

Lewis H. Britton, Santa Clara County Superintendent, stated that the schools of the county have lost a most efficient executive and the teachers and pupils have lost a faithful and sincere friend.

The San Jose Mercury Herald, in a lengthy editorial extolling her, declared, "In the passing of Bessie McCabe the state has lost an outstanding educator, the county a remarkable leader, the community a valuable citizen."

In order to honor her as she deserves, not only in words but in deeds, the Sapphos, a society of San Jose State College, and the superintendent and teachers of Santa Clara County, are raising funds for the establishment of a scholarship in her name at San Jose State College.

It surely is a happy thought. Just as the flowers, tokens of appreciation and affection, were contributed heartily and in great abundance on the day when she was laid to rest, so it is believed that in memory of all she has been and of all she has done, her many friends will be only too glad to contribute something toward this scholarship, as an expression of their esteem and regard.

Contributions may be sent to Mrs. L. D. Bohnett, 940 Plaza Drive, San Jose.—Margaret Schallenger McNaught, San Jose.

* * *

Bill and the Bird Bander, by Edna H. Evans, with many fine photographs by William J. Evans, is recommended by National Association of Audubon Societies and is published by John C. Winston Company, Philadelphia; 220 pages, price \$1.50. Based on personal observations throughout 15 years residence in Florida, this is a fascinating account of the great bird rookeries. All bird lovers will enjoy this beautiful volume.

J. Leslie Cutler, superintendent of Coronado Unified Schools, states that owing to the recent installation of new chemistry laboratory equipment he has on hand 8 student tables (accommodating 4 each) which he can let some needy school have at a very reasonable price. These tables have all necessary plumbing, are ready for use, and in fine condition. Interested persons should communicate immediately with Mr. Cutler.

Children In Strawberries, by Raymond G. Fuller, a 24-page, illustrated bulletin issued by National Child Labor Committee, is a story of migratory families working in strawberry fields and also deals with factors which are turning cotton-tenants into migrants; price 25 cents; address the committee at 419 Fourth Avenue, New York City.

* * *

Live Interests

Mrs. Vida B. Hollenbeck, 5th Grade Supervisor, La Mesa Spring Valley School, La Mesa, San Diego County

FOR a severe case of the "Spring Fever" epidemic in a 5th grade classroom, I can recommend that your class start a Natural History Museum. This may be given at irregular intervals, or in very large quantities, as the interests of the class, and the materials at hand, may determine.

Most every one is interested in birds, so this makes an excellent approach. This gradually leads to the study of trees, butterflies, flowers, and, in my class, to sea creatures. The anemone seemed to have been the link between two such divergent fields.

Each pupil was asked to make a list of five fields of nature in which he was most interested. The pupils sharing the same interests comprised the several committees.

It was so gratifying to me to see the "Bird Chairman" helping another boy hunt up the names and descriptions of some quite rare specimens of minerals and rocks.

The entire activity gave the need for reading much material, and gave the need for writing interesting articles about something, which was very important to each pupil. The manuscript writing of the entire group showed a definite improvement.

Nature lore was the source of a large and interesting field of information. It is my hope that my pupils will always "want to learn" more about this fascinating subject, for our activity has been filled with pleasant surprises, both for the teacher and for the pupils.

CLASSROOM TEACHERS

CTA CLASSROOM TEACHERS DEPARTMENT, CENTRAL SECTION

Clyde E. Quick, Teacher, Chowchilla High School, Madera County; President

OUR Department was host to Wilbur R. Raisner, Southwestern Regional Director, NEA Classroom Department, at its first regular meeting of the year in Visalia.

The local Classroom Executive Board, representing the seven San Joaquin Valley counties, appreciated Mr. Raisner's visit and his constructive suggestions. He addressed the group on teachers organizations and stressed the need of making teachers organization-minded. He indicated that teachers not only want to know what their organizations are doing, but that they have the right to know all of the things that are being done for their benefit.

Keep Teachers Informed

Mr. Raisner was much impressed with the Section's policy of keeping all teachers informed as to CTA activities. Section representatives not only keep all of their various divisions well-acquainted orally with what is going on throughout the State, but they see to it that bulletins carry the latest news to all teachers in the valley, including the far-away one- and two-teacher rural schools.

The Executive Board affiliated with National Education Association at this meeting, and it agreed to encourage local teacher membership in the NEA.

Representatives Deserve Compliment

The Department's representatives, who make up the Executive Board, are elected from their various county and city units, in most cases for two-year terms so staggered that one new representative is elected each year. This provides for adequate carry-over, so that the work of the organization may be carried on more efficiently from year to year.

The Department has had an excellent group of representatives ever since it was organized a few years

ago. These delegates have not only served the teachers whom they were elected to represent very efficiently, but they have worked together in unity and harmony, and the Central Section should compliment itself for selecting such able representatives.

Committees for 1940

Committees for 1940 were announced by the president as follows:

Extension — Bernary O'Reilly, Bakersfield, chairman; Frank Delamarter, Chowchilla; Annabelle Glasson, Tranquility; Elinor Hastings, Mariposa; Kathryn Cavanagh, McFarland.

Education — Wesley Anderson, Fresno, chairman; Isabel Pedro, Bakersfield; Paul Christoffersen, Chowchilla; Miles McColm, Fowler; Dorothy Priestly, Hanford; Albert Baer, Fresno, ex-officio appointee.

Legislative — Juanita Pettis, Bakersfield, chairman; Frank Poytress, Merced; Lydia Nilmeier, Fresno; Lyle Brown, Taft.

Teachers Welfare — D. J. Conley, Strathmore, chairman; Doris Newcombe, Avenal; Carroll Montague, Visalia; Ruby Jones, Madera; Gail Durbin, Bakersfield.

Activities for Year Planned

These four standing committees all met prior to the first 1940 Executive Board meeting in Visalia. They met at 10 a. m.

Clyde E. Quick, President



on January 27 and discussed a program of activity for the year.

The Extension Committee, headed by Mr. O'Reilly of Bakersfield, stressed the need of keeping teachers informed, indicating that unity and interest could best be maintained in this manner. His group recommended that county and State councilmen from the Section each caucus prior to the Central Section and State council meetings in order that unity be maintained.

The matter of changing the CTA year to run from July 1 to June 30, instead of following the calendar year as at present, was not only received favorably, but it was recommended that other CTA divisions seriously consider the suggestion.

The Education Committee, with Mr. Anderson of Fresno in charge, stated that its Migratory School Survey had been completed. (Note — it appeared in *Sierra Educational News*, page 34, March 1940.) The Executive Board agreed to check conditions in local districts and ask county superintendents to make all possible improvements.

Study of Legislation Urged

Mrs. Pettis of Bakersfield, chairman, Legislative Committee, urged the group to study proposed bills and needed legislation in order that the president and Section State councilmen will know what to work for at the State council meetings during the coming year. It was also brought out that the Section has many friends in the Legislature, and that Californians are proud of their educational system.

The Teachers Welfare Committee, which is always as busy or busier than any of the other committee groups, is headed by Mr. Conley of Strathmore. His group decided to study sick-leave. Other problems, which affect teachers vitally, and were taken under serious consideration, included retirement, certification, and equalization of salaries.

Classroom Teachers Active in CTA

Classroom Executive Board met again at Fresno on April 20. It was brought out at this, the second, meeting of the group, that the Classroom Department not only develops interest and active participation in CTA affairs, but more or less trains teachers for CTA leadership.

It was mentioned that classroom teachers were being well represented not only in county, city or Section councils, but also in the State council. Raymond Kendall of Madera was cited as an example. He was a member of the Classroom Department's Executive Board in 1937. He was elected president of his county unit in 1938, and in 1939, he became president of the Central Section. Kendall is now Madera County's State councilman and one of the nine

State directors of the California Teachers Association.

It was also brought out that teachers were more and more becoming interested in and working for the benefit of the profession as a whole.

The problem of rural coordination was discussed fully. The Classroom Department went on record as favoring the plan of sending the seven county superintendents of schools, representing the rural teachers of the Central Section, to the State council meetings each year. It was suggested that the Central Section budget and finance committee allocate funds during 1941 for this purpose.

County superintendents, it was brought out, can render a real service for the teachers in small rural schools by disseminating facts and keeping teachers informed about legislation and CTA activities.

Sick Leave, Retirement Discussed

Classroom Department fully discussed the problems of sick-leave for teachers, the teacher's retirement system, and certification. The plan of having uniform sick-leave benefits for teachers, including the rural teacher in small schools as well as the city teacher in larger schools, was approved. The plan suggested at least five days sick-leave on full pay with a provision which would allow up to 20 or more days to cumulate.

In regard to retirement, it was mentioned that an evaluation of the permanent retirement fund was being made by Ralph Nelson, State actuary. Reports from the State Department of Education indicated that teachers need not worry, at present, about the stability of this fund. It was brought out, however, that teachers, in the future, would have to contribute more in order to obtain a larger retirement salary.

Broad Credentials Needed

As to credentials, it was reported that the State CTA Certification Committee was drawing up a bill in cooperation with the State Department of Education, and that credentials would, necessarily for rural schools, have to be broad and general with majors and minors stated thereon. County examinations would be omitted from the new sections of the code.

The Department plans to continue its studies during the summer and renew its program of activity early in the fall with a meeting in Tulare.

* * *

Walter T. Helms, superintendent of schools, Richmond, and member, CTA Board of Directors, recently accepted election as a District Governor of Rotary International and is attending the international convention held in Havana, Cuba, in early June.

Paul E. Stewart

PAUL E. Stewart, for 19 years superintendent of schools of Santa Barbara, and who for the past few years has resided in Tennessee, is one of 64 out of 136 applicants who recently passed the Tennessee bar examination. He receives his degree in Law from the University of Memphis on June 19 and has been particularly fortunate in the beginning of his practice, as he has had already numerous cases.

Mr. Stewart is a graduate of Peabody College, and later of Stanford University where he received his A.B. and A.M. Before going to Santa Barbara as high school principal, Mr. Stewart was a principal in Pasadena.

Mr. Stewart was for many years a member of the State Council of Education of California, president CTA Southern Section, and for four years was a member of the Board of Directors of California Teachers Association.

Retiring from school work in California, he returned to Tennessee with Mrs. Stewart to care for property interests and settled at Collierville, a suburb of Memphis. Shortly after returning to Tennessee, Mrs. Stewart passed away and three years ago Paul entered the University and has maintained ex-

ceptionally high scholastic honors during the entire time he has been in law school.

In addition to his college work, Mr. Stewart is active in the Rotary Club and has sponsored Rotary at a number of district conventions. He is also a member of Delta Theta Phi, a law fraternity, and will represent his Chapter at a Cleveland, Ohio, convention in August.

We predict that Mr. Stewart will be most successful in his new profession.

* * *

School Health Conference

Sponsored by State Department of Education and State Department of Public Health

A CONFERENCE on School Health Education sponsored by the State Departments of Education and Public Health will be conducted July 22 to 25 on University of California campus, Berkeley, by Dr. Mayhew Derryberry, chief of health education studies, National Institute of Health, U. S. Public Health Service.

The program is planned to be of value to educators and to workers in public health. Lectures will be interspersed with showings of new motion pictures, exhibits of educational materials and field trips to clinics, child health conferences, public health laboratories and other places of interest.

For further information and registration, write Conference on School Health Education, Haviland Hall, University of California, Berkeley.

A GOODLY FELLOWSHIP

Laura B. Everett, Berkeley

WHAT we want is to stimulate the love of mental adventure . . . to reveal through books the variety and the wonder of human experience," Mary Ellen Chase, professor of English at Smith College, in a book that will be to many a teacher "as cold water unto a thirsty soul," tells compellingly the story of her teaching, of her experiences as one of "A Goodly Fellowship."

The qualities she demands for teachers are not, she infers, those listed by teachers colleges. She would have the teacher "awake and alive, alert and eager, flexible and unperturbed, likable and exciting." Her early experiences, especially her teaching in Hillside Home School, kept by the sisters of

Jenkin Lloyd-Jones of Chicago, helped her to see all teaching in its relation to life.

In writing of her university extension classes she urges the value of such instruction, not because many of the students will attain their goal, but for this reason: "Life is tolerable . . . only when some flame burns within one." All who are interested in adult education will welcome her emphasis on the intangible values in such teaching.

A Goodly Fellowship (The Macmillan Company), by Mary Ellen Chase, author of *A Goodly Heritage*, *Mary Peters*, *Silas Crockett*, *Dawn in Lyonesse*, and other books, in its dozen chapters proceeds from a mother's instruction and a first school in Maine through experiences in the Middle West to a professorship at Smith College. Here is a book that teachers will read and enjoy without having it "prescribed."

LOS ANGELES COUNTY

SIGNIFICANT DEVELOPMENTS IN OFFICE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS 1931-1940

*Dr. Jesse Bond, Acting Dean, School of Education,
University of California at Los Angeles*

SINCE 1931, there have been notable changes in policies and procedures in the office of the Los Angeles County Superintendent of Schools. Prior to that date, the function of the department was primarily one of record, report, and administration of schools in accordance with the provisions of school law.

Under the leadership of County Superintendent A. R. Clifton, additional services and relative emphasis have resulted in changes that are of significance in the direction and administration of the Los Angeles County Schools. As a result, the county school department staff has been able to furnish professional services, information, and technical assistance otherwise unavailable to many of the 144 school districts in Los Angeles County.

During these 9 years, there have been many major problems to face. School attendance has continued its rapid increase, particularly in the secondary and junior college levels. The financial problems incident to the depression and the added burden of reconstruction caused by the 1933 earthquake obviously created many difficult situations.

Of equal or greater importance has been a recognition by Superintendent Clifton of the need for securing an adequate fund of accurate information regarding school districts and their problems, of providing guidance in the application of scientific findings regarding child growth and development, of providing improved methods of teaching and learning, and of securing an adjustment of the curriculum to the needs of modern life in view of changing economic and social conditions.

It has, of course, been necessary to continue all of those previous functions which had to do with the keeping of highly essential records and re-

ports and the miscellaneous duties in school administration and organization. However, the increasing demands and recognition given for technical services rendered indicate the desirability of Superintendent Clifton's provision of several new types of assistance to school districts in the county. These aids are research and guidance service, more extensive field supervision of the educational program (including teacher-training-in-service), and improved business and accounting methods and records.

Research and Guidance

Research and guidance services were initiated in 1931 by the employment of a part-time director of research and the provision of clerical assistance by office reassignments. The analysis of data regarding school attendance, functional unit costs, variation in abilities of districts to support an adequate educational program, and similar problems has proceeded rapidly for each of the 144 school districts. This division of administrative research soon became in a position to furnish essential information and facts to the county superintendent and to school district officials for use in guiding decisions in many of the varied problems of school administration, management, and finance.

By sponsoring federal work relief projects, the county superintendent has made it possible for the research director to secure sufficient technical and clerical workers so that a county-wide Educational Survey could be conducted. Thus, there have been compiled, organized, and published for ready reference a history and analysis of school district organization, the financial status of each school district in the county, and data regarding educational facilities. These data are of

obvious value when consideration is being given to the needs and problems of any of the districts. As public education is the largest governmental enterprise and as the annual cost of elementary and secondary schools is \$60,000,000 in Los Angeles County, the nominal expenses for research purposes are readily justified.

One phase of the county-wide Educational Survey has dealt with accomplishment and ability of pupils in each of the grades. In order to assure the proper interpretation of intelligence and achievement test results, qualified psychologists were first employed in 1937. The need for well-qualified psychological assistance in determining the nature of the difficulties of certain pupils in learning, in social adjustment, and in personality development, had long been recognized by the county superintendent. The merit of attempting to prevent or remedy maladjustments and potential delinquency under educational auspices is obvious. Each of the 693,499 persons enrolled in Los Angeles County school districts must do his own learning; learning is a psychological process. Needless to say, the proper support for psychological services is encouraged not only by school officials but by such sponsors as PTA, delinquency prevention agencies, and others.

ANOTHER significant development is a new type of teachers institute. From a three- to five-day formal program of listening to lectures during the week just prior to Christmas, the institute now functions as a teacher-training-in-service program. The series of activities are greatly varied to suit the needs and interests of the teachers and extend over a ten-week period, beginning shortly after the opening of school in September. This innovation and revitalization of the Teachers Institute has received nation-wide recognition.

Direction is given those school districts under the jurisdiction of the county superintendent of schools in applying modern curriculum procedures. The elementary curriculum division has been instrumental in providing a course of study with units of work and learning situations which are recognized as most helpful in furthering the educational growth of children and the development of good citizenship. The materials which have been prepared and the leadership which has been furnished by the elementary curriculum director and by field assistants have merited much favorable attention.

Through the employment of a director of secondary education there has been an increasing coordination and integration of the educational program throughout the high schools. The need for a continuation of education for practically everyone through-

out adolescent years is increasingly recognized. The division of secondary education has afforded assistance to high schools throughout the county in adapting their curriculum to changing conditions and needs. Likewise, secondary schools under the jurisdiction of the county superintendent of schools have been encouraged in using newer methods and programs which are of recognized merit.

Both visual education methods and radio programs are being utilized in an increasing degree. The county superintendent of schools acts as a coordinating agency in providing a library of educational films, pictures, and models of historical objects which are widely used in county-supervised elementary school districts. A director of visual education has been continued in employment since 1916 to provide technical assistance and leadership in selection and use of suitable visual aids in learning. Radio provides many opportunities of educational value. Likewise, its use involves many problems. A director of radio education was employed, beginning in 1938, to analyze the problems of radio from an educational viewpoint, and to select and coordinate programs, materials, and agencies particularly with reference to the secondary school program.

As in the case of research and guidance, the county superintendent has sponsored work relief projects which have aided in the collecting of materials and data which are distributed for use of elementary and secondary schools throughout the county.

The county superintendent of schools has administrative authority and duties which relate to school officials throughout the county. The 144 legally distinct school districts are subject to management by governing boards. A total of 434 board members, all sincere, representative citizens, have important duties regarding the school or schools in their districts. These duties relate to establishing sound educational policy, to securing competent employees, to financing the program, etc. Through an annual trustees' convention, by informal meetings, and by dealing with problems as they arise, the county superintendent endeavors to coordinate and to insure progress in the educational program of the county in harmony with the requirements of representative government.

IN addition to the relationship with governing boards, the county superintendent of schools has the opportunity, and in fact the necessity, of participating in civic and community affairs. These relationships may be considered partly due to the ever-broadening influence and scope of education in life and partly to the necessity for the school department to have an informal public relations program. Thus the county superintendent is a member and adviser or con-

sultant of parent-teacher associations, chambers of commerce committees, legislative committees, service clubs, safety organizations, and civic and community groups too numerous to mention. He must aid in evaluating proposals and programs which financially, or by subject-matter, or by implication, are in harmony with, or contrary to, the purpose of public education in a democracy.

As evidence of nation-wide recognition, the Los Angeles County Superintendent of Schools was invited in 1939 to participate in a three-year Evaluation of School Broadcasts Study, for the purpose of measuring the effects of radio listening on students in the schools. Los Angeles County is one of 8 areas in the United States selected to cooperate in this nation-wide project which is sponsored by Ohio State University, General Education Board, and Federal Radio Education Committee of Federal Communications Commission.

The Los Angeles County Schools, together with Los Angeles City, Pasadena, Santa Monica, and Burbank City school districts, were selected in 1939 as one of 34 areas to participate in a teacher education program sponsored by Commission on Teacher Education of American Council on

Education. This nation-wide study deals with techniques of teacher preparation and improvement in service.

Superintendent Clifton was selected as coordinator in the Los Angeles County area, and in January, 1940, he was invited to attend a Planning Conference in Chicago at the invitation of the Commission. Superintendent Clifton was particularly honored by being the only County Superintendent of Schools in the United States to attend this Conference.

In thus enumerating the developments, activities, and progress made in the office of the county superintendent of schools, there is no comparison made with or reflection on the leadership and ability of preceding county superintendents. Since 1930, educational and social changes have required a reconsideration of purposes, needs, and services to be rendered. In providing these additional professional services and in stressing not only efficient administration but also educational leadership, Superintendent Clifton has materially aided in eliminating the lag which all too frequently occurs between current practice and the needs which have arisen because of social change.

Tree of Liberty

Calling Teachers of United States History

Laura B. Everett, Berkeley

PROFESSOR Morse Stephens contention that one's mental pictures of historical events are always from historical fiction rather than from the history one may have studied, has often been quoted.

Great teacher of history that he was, he urged his students to read historical novels. He would have welcomed the aid of the moving picture.

The high school teacher in following his example must have the suggested books at hand. Vivid selections read to the class may be the best introduction, and Cary Grant, Joan Fontaine and the rest will call the young people.

The Tree of Liberty by Elizabeth Page (Farrar & Rinehart) will make the Revolutionary period and the administrations of Washington and Adams live again in the mind of any student who reads even a part of this outstanding novel. Three families carry the ideas and ideals of democracy and aristocracy through several generations.

The love stories move smoothly and will hold the young readers. The manners and customs of the times are so well presented that the young reader who knows the book well lives through those tense periods.

Matthew Howard, ardent lover of liberty, knowing all the hardships of frontier

life and scorning the comparative ease of the slave-holding tidewater Virginians and their aristocracy, marries Jane Peyton, whose devotion to established government he can not wholly understand. The author is notable in making even small personal characteristics further the historical significance of the story.

First of all *The Tree of Liberty* is a compelling story. It is notably successful in making Washington, Lafayette, Hamilton, Jefferson, Patrick Henry, Albert Gallatin and others appear in unofficial and attractive scenes that endear them to the reader. The great length of the book will not hinder the students who become interested in Matthew and his school-fellow Tom Jefferson.

* * *

Bernard W. Shaper, for 10 years principal, Redlands High School, San Bernardino County, has accepted election as principal, Chico High School, Butte County, succeeding Dr. G. R. McIntire.

* * *

Petits Contes Vrais, by Mary Riley and Andre Humbert, both of New York City, a charmingly arranged book for beginners in French, is very easy to read and unusually interesting. Published by Charles E. Merrill Company, 381 Fourth Avenue, New York City, it comprises 250 pages with many illustrations, color plate, and vocabulary; price 96 cents.

FACING THE WIDE PACIFIC

Alice Ross Livsey, Glendale; President, California Association for Childhood Education

THERE must be hundreds of us who recall our early days in country schools. I can see one school now, as if it were yesterday, on the old Boston Post Road. A bell-towered building, wretchedly placed between the highway and the railroad tracks! At frequent intervals heavy freight trains shook the dingy building and showered it with soot.

The schoolyard had its borders of shrubs and enormous elms, but within the building there was no attempt at beauty. The walls were puritanically bare, the windows high with wide blackboards between them, utterly devoid of interest.

A front platform raised the teacher to a position of authority which she maintained by means of a rubber strap and the words, "Hold out your hand". A rear platform gave visiting trustees a point of vantage. The huge woodstove roared and smoked in a room so bleakly dull that even yet the sight of any country school brings back a sense of oppression at such unnecessary ugliness and its attendant boredom.

Strange though it seems now, each day and hour was allotted to definite assignments of pages to be learned "verbatim", so many chapters of reading, so many topics of history, which were predominantly concerned with dates, battles, and campaigns. If a Bob White called from the meadow across the road or a chipmunk scampered over the roof we heard it but dared only to steal surreptitious glances for fear of a sharp reprimand.

It is unreasonable to suppose that any of our California country schools in any way parallel that impoverished New England school where life and learning really began when school was dismissed and the shore and woods could be explored.

Facing the wide Pacific is a school which presents a happy contrast. It is not new but it is pleasant inside and out. The windows glow in the western sun, gleaming with an array of beau-

tifully-colored glass, pickle, oil and wine bottles.

Inside there is joyous activity. From the school door the children naturally gravitate to the beach where their knowledge of its treasures is unlimited.

Experiences which we cultivate in our city children through dramatic play are unnecessary here, for their own vital life is much more natural and satisfying to these children. Who would not prefer to caulk a real rowboat and use it for fishing than to spend time constructing a make-believe Indian canoe?

At nearby Pala, Indians live as they have for generations past. Here is source material at hand that gives California history new meaning.

Sermons in Stones

The mountains and stream-beds are so rich in deposits of minerals that gem-seekers for many years have mined them for tourmalines, garnets, hyacinths and many other precious stones. Small wonder there are enthusiastic collectors here.

Beside all this, there is that wonder of modern science, the giant telescope for the Palomar observatory. Astronomy will some day be an open book to these children.

They may be remote from neighborhood movies which furnish other children with so many ideas, often prematurely and erroneously, but their first hand experiences result in the most valuable preparation for the difficult problems which they will face.

Nor is the experience of these children limited to one locality. Untraveled children are rare in this age of cheap cars and fine roads. Geography is now an integral part of their lives for trips, across the desert to Boulder Dam, Death Valley or the Grand Canyon, to the High Sierras or Big Trees or a thousand and one other famous spots, are common occurrences.

Mountains, valleys, rivers and har-

bors are no longer spaces and names on maps but real places where they have been. They have an unprecedented chance to know the country in which they live, to realize its resources by their own observation and comparison. And is this not the basis of our philosophy, not to be content, merely, to play or read about various phases of living but really to live them as far as possible?

OUR concern must be to see that every effort is made to utilize the wealth of material in our state in providing vital education for our children.

* * *

California Association for Childhood Education, Southern Section, recently met in Los Angeles, for breakfast; over 80 members and guests were present. Mrs. Beatrice Perham Krone, in an interesting talk on enriching the program in the elementary grades through music, gave many practical suggestions. Tentative plans for the annual homecoming meeting on UCLA campus, scheduled for June 8, were presented.

* * *

Glendale Schools, from kindergarten through junior college, is the title of Section B of the annual report of the Glendale Unified School District, of which Dr. Willard S. Ford is Superintendent. A beautifully-illustrated brochure of 24 pages in best modern typographical style, this handsome report ably portrays the Glendale schools.

* * *

Relief vs. Education

Thomas H. Kuchel, Member, California Legislature; Member, Assembly Committee on Governmental Efficiency; Attorney, Anaheim, Orange County

JUST how far we have drifted away from sound, common-sense standards is evidenced by the fact that last year we spent \$60,000,000 more for relief and other forms of public assistance in California than we appropriated for all forms of Education, from the kindergarten up to and including the State colleges and the State University.

The tax ceiling has been reached.

State taxes have soared to a point where a halt to reckless waste and extravagance must be called, or essential tax-supported governmental services, such as our schools, must be curtailed.

THE DEVELOPMENT CHILD

AN INTRAMURAL PROGRAM FOR THE ADJUSTMENT OF THE SLOW LEARNER

Harry Phillips, Teacher, Central Avenue Development School, Los Angeles

PICTURE, if you will, in Los Angeles a crowded section made up of large numbers of families in economic need.

Add to this the boys and girls who already are handicapped by mental retardation and who must suffer further because of broken homes.

This picture gives you some idea of the tremendous responsibility which our school assumes in endeavoring to adjust the lives of these confused children.

Central Avenue Development School is located in the heart of this district. Majority of the enrollment is Negroes, with the rest Mexican and Whites. These boys and girls are mentally retarded and have been unable to fit into the normal situation. They are grouped chronologically. Special attention is given to their individual problems. Through a special curriculum arrangement, adapted to the needs and abilities of these children, the school endeavors to adjust their lives.

To what extent may the physical education program aid in the adjustment and development of these children?

Realizing that many of these children were socially maladjusted, unhappy in their new environment, and lacked sense of good sportsmanship or fair play, the following objectives for a Physical Education project were listed:

1. To create a happy situation for the children in school.
2. To develop an esprit de corps toward the school.
3. To promote the desire for good sportsmanship and fair play.
4. To show the value of teamwork.
5. To stimulate the desire for wholesome recreation.

With these objectives in mind the following program was organized for the boys. All the boys were divided into four major clubs and each club was divided into A and B groups, ac-

cording to exponents based on weight, height and age.

An intramural program was set up for a baseball and touch-football league. Each boy in school had the opportunity of participating and earning points toward an emblem to be awarded at the end of the semester. The points were to be earned as follows:

- Reporting for practice—3 points
- Playing in the game—5 points
- Good sportsmanship—3 points
- Winning the game—2 points
- Member of championship team—10 points

An emblem may be earned by securing a total of 50 points or more.

These games are played during the half-hour period before school. This playing period served to stimulate early morning attendance and has reduced tardiness to school. Because of limited space only one game could be played each day, so on Tuesdays and Wednesdays the A teams played while the B teams participated on Thursdays and Fridays.

The whole program, including the baseball and football leagues, was planned for the last seven weeks of the semester. This shorter period maintained the interest of these children better than a longer one and also allowed for practice in skills and techniques in regular physical education classes during the opening weeks of the semester.

Of course any program requires the cooperation of many people if it is to be successful in its ultimate goals. The whole staff of teachers and principal endorsed the program wholeheartedly and gave of their time to promote it.

A SPECIAL assembly for all the boys in the school was called and the plan was presented to them. They were told of the clubs and the one to which they had been assigned. The names were the Bulldogs, Bears, Lions,

and Tigers. They were also shown the awards to be given and told just how they could earn one. This assembly was concluded with songs and yells. All the boys were eager to get going!

The following week, through the efforts of several teachers, each club was given enough cloth emblems with the design of their club so each member could sew one on a sweater or shirt. In addition, each group received a large banner picturing their animal in a striking pose. This all served to promote the program and to unite the boys into their respective clubs. The enthusiastic response of the boys toward these emblems was worth the effort of making them.

Charts and Records

A chart with the members of each club listed was placed in the classroom. The points earned by each boy were recorded as he earned them. This served as an additional stimulus to the program as well as showing each boy how he stood. Along with this chart a record of games played was kept to show the standings of the various clubs.

As we didn't have a regular fund to purchase the emblem awards it was decided to have the school take this as a group project. A sports carnival was planned, with the whole school assuming the responsibility. Various booths, exhibits and stunts were planned with the sport motif as the theme. Prizes were to be given but the price of all events was held to a penny. Stunts and special numbers were presented at different times during the program and as the final event of the day the whole school watched the championship baseball game. Thus by everyone helping and contributing some small amount the necessary sum was raised and everyone was happy.

As we look back over the program we are able to recognize many changes in the actions of the boys. They have found something to be proud of and realize that it could only go forward through their efforts. Actual playing situations in games they wanted to win taught them many lessons in sportsmanship. The value of playing together as a team was brought home to these boys.

Finally, they were happy in school and this naturally reflected in their attitude toward their other classes. Of course, many problems arose during this program, but the value to these boys showed the necessity of continuing a similar project.

Central Coast Meets

CENTRAL Coast Section of California Teachers Association met at the Monterey Street School, Hollister, Saturday, April 27, at ten o'clock. 125 delegates from San Luis Obispo, Monterey, Santa Cruz, and San Benito counties were present. The meeting was called to order by Miss Eula Fowles of Hollister, president of the Section. Thomas S. MacQuiddy, superintendent of schools of Watsonville, and secretary of the Section was also present.

Miss Fowles introduced the first speaker, Honorable Jacob Leonard of Hollister, the Assemblyman representing San Benito and Santa Cruz counties, and the present chairman of the Assembly Committee on Education. Mr. Leonard appeared as representative of San Benito County Chamber of Commerce and extended greetings to the group. He also provided packages of dried apricots, a principal product of his county. Each delegate was presented with several of these packages, which were greatly appreciated.

Following Mr. Leonard, Mrs. Alice Hooten, director of music, San Benito High School and Junior College District, directed a sextet and led the a capella choir of the junior college. The young people gave excellent renditions of some very beautiful vocal numbers. San Benito High School District, of which James F. Davis, vice-president of the Section, is superintendent, is to be congratulated upon the splendid work of its music department.

Following the musical numbers a discussion of California Teachers Association problems was given by Roy W. Cloud, state executive secretary. This was followed by further discussion from the floor, centering around retirement, medical care and health insurance.

The afternoon session was devoted entirely to Association discussions and to a paper by Dr. William H. Poytress of San Jose State College, who discussed medical care and insurance.

Miss Fowles conducted an excellent meeting. All the delegates expressed themselves as being gratified at having been in attendance.

* * *

What Do I Do Now?, a guide to correct conduct and dress for business people, by Mildred M. Payne, instructor, State Teachers College, Kearney, Nebraska, is a book of 120 pages issued by the Gregg Publishing Company, 270 Madison Avenue, New York City, treating a neglected but important factor in business education. With it are students workbook and teachers manual.

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HIGH SCHOOL BANDS

Earl M. Alcorn, Modesto

AS this survey* developed, it became increasingly evident that many problems which might be classified under rehearsal technics, or practice incentives, or possibly under both headings, were common to the entire field of high school band direction.

We present the following discussion, not as a series of isolated or unrelated topics, but rather as an outgrowth of the research contained in this survey as interpreted by our own experience in the teaching field.

In spite of the fact that every band instructor has a different idea of which subjects rate highest in order of importance in band direction, we believe that all directors, at one time or another, will have to solve problems related to those discussed here.

Three Main Purposes

There are at least three fairly well defined purposes of modern high school education today. The first has to do with providing bases from which an individual can set out to acquire ways and means of accomplishing his own economic independence in a social environment. No individual is truly grown up until he has achieved a state of financial independence for himself and his family.

The second general purpose of education is in line with acquainting the student with humanity's historical and cultural background. In this field come studies such as social and natural sciences, literature, the arts, languages, and music.

The third purpose of education as it is conceived today lies in giving the individual a broader field for self realization. It is well established that a person who has experienced accomplishment in many different forms will find life deeper and more satisfying than will the person of more limited experience.

With the evolution of education from its days of cold-storage, mind-training, dead-language studying to the more humanistic approach—a change which has taken place almost entirely during the past 50 years—it is only natural that music should immediately enter the curriculum. It entered because it is a means, possibly more

than any other subject, of achieving at one stroke both understanding of human experience and enriched self-realization. One needs but glance at its phenomenal spread in the schools of the United States to be convinced that here at last is an answer to a great need.

But already we hear the reader asking why all this roundabout approach? Simply because the music teacher or director must realize that music study is both a means and an end in itself.

The purpose of a band is not a given concert, festival, or any other performance. The purpose of that band is to re-create a living, breathing image of humanity's highest emotional life expressing itself **RIGHT NOW** through students who are likewise humanity's creation.

The possibilities literally swamp one's imagination. Aladdin and his Genii are dwarfed by comparison.

Here is something which, when quiet, is but splotches of ink on parallel lines; dots, flags, hieroglyphics of myriad form. But what happens to those inanimate scratchings when they are subjected to human reaction? They come to life, move, race through us, quicken pulses, speed up breathing, cause tears, laughter, sadness, happiness, all at once!

Is it any wonder that the growth of music in the public schools has broken all previous records?

MANY times in these interviews, directors have pointed out that the purpose of band is to develop appreciation, promote musical understanding, create more sympathetic listeners and performers. Why? Because they realize that the prize in this event is Human Happiness!

* * *

George T. Armitage of Hawaii Tourist Bureau, Honolulu, and author of *How's Your Hawaiian*, noted on page 30 of our April issue, reports that he has received many orders for his book. It is on sale at Pacific Coast book-stores, price \$1; an autographed copy may be obtained, same price, by writing to the author.

The Art of Persuading People, published by Harper and Brothers, 49 East 33d Street, New York City, and written by James A. Worsham, nationally-known sales consultant, writer, and lecturer, gives specific counsel and vigorous inspiration to men and women in all walks of life. Ordway Tead is editor of economic books for Harper & Brothers.

* * *

At an Educational Conference!

Estelle S. Reid, Principal, Harding School, El Centro, Imperial County

WORDS, words, words!
Erudite, beautiful words,
Clear, forceful words,
Heavy ponderous words.
Unctuous sentences that flow smoothly,
Involved sentences that lead into mazes.
Buried inside are a few kernels of thought,
A few ideas.
The listener must snatch at the ideas
As they pass.
Snatch and hold tight
As the waves of words break over them,
Hold tight or he will lose them
In the welter and foam
Of words, words, words!

* * *

President Dwayne Orton of Stockton Junior College recently presented two addresses at the Association of Texas Colleges annual convention. His themes were: Through the Liberal Arts to the Art of Living and The Junior College—A Social Pioneer.

* * *

The Chinese Digest, official magazine of China Cultural Society of America, is now in its sixth volume; editor is Chingwah Lee, with offices at 868 Washington Street, San Francisco. Beautifully illustrated, this up-to-date magazine concerning China is of interest and value to teachers and students of social sciences and of Oriental and Pacific affairs.

* * *

Central Sound Systems for Schools, a 70-page bulletin issued by Committee on Scientific Aids to Learning, 41 East 42nd Street, New York City, is of great practical value to all schools interested in the installation or maintenance of central sound systems.

Preparation and publication of this valuable report were made possible by Carnegie Corporation of New York. The committee is one of the National Research Council committees; director is Irvin Stewart. California school officials desiring this report should address Mr. Stewart.

*From the Master's Thesis (College of the Pacific): A Survey of Band Practice Incentives and Rehearsal Techniques in California Central Coast Counties High Schools; by Earl M. Alcorn.

New Whittier Buildings

Louis T. Jones, Whittier

With many persons of state and nation-wide distinction present, including government officials, architects, and local citizens numbering more than 2,500, the new Whittier Union High School auditorium and other buildings were recently dedicated. Dr. Walter F. Dexter, State Superintendent of Public Instruction, served as the principal speaker before a capacity audience in the new auditorium.

In his address, entitled Cooperative Individualism, Dr. Dexter stressed the fact that the greatest challenge which today confronts our nation is how to preserve those ideals and spirit of American democracy that have characterized American life since the nation's founding. "Upon the American public school rests this task, and for the accomplishment of this end any expense is justifiable," declared the speaker.

In opening this dedicatory occasion, David A. Stouffer, superintendent of Whittier Union High School, urged that in America alone could such demonstration of loyalty to free institutions take place. "Today, across the seas," he said, "youth marches under dictator banners toward battle-fields of death, not into schools of free education."

As clerk of the Board of Trustees, Ralph Chase dedicated these buildings and all for which they stood to the community in the following stirring language:

"It is trite to repeat that Public Education is the bulwark of democracy; but this truth is no less true for being old and familiar. . . . In presenting these buildings and this equipment, I do so in these words of dedication. To the education of youth of this community in the way of democracy; to freedom of thought and inquiry; to industry and fruitful ambition; to self-restraint and self-discipline; to tolerance of and respect for others; . . . to the ways and purposes of the best ideals of democracy may these structures be dedicated. . . . May these buildings stand for a hundred years and may these principles of American democracy stand forever."

The combined glee clubs, orchestra, and band of the school, dressed in their colorful cardinal and white costumes, presented a musical program, concluding with God Bless America—a fitting climax for this memorable event.

* * *

Youth in Crime, a 24-page booklet presenting the major results of two years of investigation by a Committee of American Law Institute, Philadelphia, is an excellent, compact statement of interest to all concerned with youth problems.

A. P. Mattier, business manager, Compton Union Secondary School District, has prepared a 7-page, hectographed report concerning the recent 13th annual convention of California Association of Public School Business Officials held at Coronado. Don B. Rice of Oakland was retiring president.

New officers and directors elected were—Walter Barber, Long Beach, president; Vaughn Seidel, Alameda, 1st vice president; A. P. Mattier, Compton, 2nd vice president; L. L. Cunningham, Los Angeles, secretary; George Miner, Richmond, treasurer, and A. C. Daniels, Ontario; Thomas Hounsley, San Francisco, and Theron McCuen, Bakersfield, directors.

* * *

University of California Summer Session, Berkeley Campus, includes a **Demonstration Elementary School**, Dr. John A. Hockett, assistant professor of education, director. This school, begun several years ago, has steadily increased in interest and value. Anyone interested should write to Dr. Hockett for the attractive 18-page illustrated booklet giving complete detailed information.

* * *

This Way, Please

THIS is a book of manners by Eleanor Boykin and published by the Macmillan Company. It is one of Macmillan's American Youth Series edited by Thomas H. Briggs.

Written in an interesting, narrative style, it is attractive not only to high school pupils but to teachers and the general reading public as well.

It is particularly suited for use in orientation and guidance courses, and in some cases English teachers are finding it very satisfactory for their needs.

In our analysis of the book, we find several outstanding features which are: (1) informal, conversational style; (2) emphasis on the "why" of etiquette, as well as the "how"; (3) attractive, humorous line drawings—73 in number; (4) complete coverage of the correct modes of everyday conduct; (5) quantity and nature of study helps and exercises; and (6) treatment of problems which are faced daily by every adolescent.

The book comprises 336 pages, with 73 drawings; price \$1.40.

John H. Beers is manager, Pacific Coast Branch, Macmillan Company, with offices at 350 Mission Street, San Francisco; Robert E. Archibald is in charge of promotion in the Education Department.

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LIVING WITH THE PADRES

A REAL CALIFORNIAN FOURTH GRADE PROJECT

*Charlesetta Langston, Teacher, 4th Grade, La Jolla Elementary School,
San Diego City Schools*

LIVING and working in the manner of the padres of early California was an easy thing to do in La Jolla.

Gently sloping hills covered with chaparral meet the playground on both the east and south sides. It was in the former area that we chose to build our mission.

The whole class visited the spot one morning, looked over the terrain, and jointly decided where would be the best locations for the mission, the Indian wickiups, and the mission garden.

We had formed some ideas as to how these things might be arranged through having visited the Mission San Diego de Alcala, and through having seen plans and pictures of the various missions in the films and flat pictures available at the visual instruction center.

It was immediately after a drenching spring rain; the chaparral was invigoratingly spicy and fragrant; and there were many willing hands—so short work was made of leveling the areas for the garden and the mission. The school gardener loaned us all the tools that he could spare. (When he first saw us at work, he laughingly dubbed it "the WPA activity.") Many spades, rakes, and hoes were also brought from home. The children who had no tools carried away old dead sticks to the rubbish pile or took the rocks dug from the garden to make a border for it.

During this time we spent our reading-periods finding out all we could about California mission life. Here the reader *Docas* by Geneva Sisson Snedden was invaluable. We also used curriculum-project monographs (prepared by WPA), and other reference-books from the central library of the city schools and from La Jolla library. By this time each child had a pretty definite idea about the type of

work he would like to do in the building of the mission.

Committees were organized to (1) build the mission (out of book-crates from the city schools warehouse), (2) to build two tule huts or wickiups near the mission, (3) plant and care for garden, (4) weave, (5) make pottery (they chose the adobe found on the spot rather than the prepared clay offered by the school), (6) make bows and arrows and rabbit sticks.

This does not seem at first glance to be enough committees to take care of 36 children, but when you consider the sub-divisions of labor that there would be such as: cutting the grass and carrying it to the site of the wickiups, cutting the tiles (we used oil cans with tops and bottoms removed on mother's can opener and then cut down the sides with the janitor's tin snips) and painting them, carrying the water from the hydrant by the bucketful for the garden, etc., there is plenty of work for all.

Some of the seeds were supplied by the teacher, others were brought from home. In the end we had the typical crops of corn, beans and squash and the more or less questionable ones of carrots, radishes, and turnips. I'm afraid though that the local Richfield dealer suffered from our unit, for the children immediately they heard of the free wild-flower seeds conceived the plan of sowing them all around the mission and the adjoining hillside—and carried their plan into execution!

The wickiups were built from materials at hand in true Indian fashion. A group of sticks were inserted into a shallow depression and covered with grass as a substitute for tules.

Several large stones were found with depressions which would serve as grinding-stones or with smooth sloping surfaces like the Mexican metate and were brought down to the mission where corn was actually

ground on them during the culmination play.

This play was chosen by a vote of the children from among the five best selected by the teacher. The author did the casting and directing (although very little of the latter was needed, so familiar had they become with the site and the various duties of the mission Indians during the few weeks past).

Indian baskets and Indian dolls to serve as papooses were borrowed from the visual instruction center. The costumes came from the school costume-room. The plot of the play concerned the conversation of the wild Indians and contrasted their life with that of the mission Indians.

We Invite Audiences

The other classes were invited out two at a time and seated on the playground benches for the play. An announcer told of the passage of time. The players who were not in a particular scene were hidden behind bushes to wait for their cues.

There were many opportunities offered by this unit for explanatory and descriptive types of writing. Purely creative work in the form of little poems about the peaceful, pastoral mission life came forth throughout the entire progress of the unit.

Rhythms were worked out interpreting the growing of the crops and the hunting technics of the wild Indians.

A discussion-period was allowed each morning to lay plans, request materials, discuss problems, and evaluate finished work. Most of the research was done during the reading hour in the form of individual projects.

THE factual knowledge obtained was important, of course, but more important was the understanding gained by the children of a cooperative system of working. Each saw day by day his contribution grow more vital to himself and his associates and to fit into the whole pattern of the community life represented.

Children's Interests

TWELFTH Yearbook of California Elementary School Principals Association considers children's interests on the elementary school level.

This praiseworthy monograph of 160 pages reflects great credit upon Ray B. Dean, principal, David Lubin School, Sacramento, and the large committee associated with him in the editorial work of the 1940 Yearbook.

Interests are classified,—general, arithmetic, reading, social studies and science, rhythmic expression and radio, and each is given a generous section in the Yearbook.

Every California elementary school principal should study and utilize these progressive Yearbooks in the conduct of his school.

Alton E. Scott of San Juan Bautista is president of the Association, and Lester B. Sands of Palo Alto is Yearbook editor for 1941. Address all communications concerning the Yearbooks to Sarah L. Young, Parker School, Oakland.

* * *

Two Poems

*Gloria Glow, 7th Grade, Cole School,
Stanislaus County;
Teacher, Winifred Hanchett*

Why?

WHY is the sky so blue and gay?
Why does the sun laugh with joy?
Why do the flowers look so happy?
Why do the birds sing and fly so high,
and seem to say, "Why?"
Would you like to know?
Spring is here and that is why.

Would You Like to Know?

WOULD you like to walk down the
park
And smell the sweet odor?
And the flowers in bloom,
And the trees in green,
And the hum of the birds?
So would I.
Now would you like to know why?
Spring is here and that is why,
Or do you know?

* * *

Songs from *Thunder-Bird Land*, by Thurman and Bayne, both of Silver City, New Mexico, a lovely music-book published by Ginn and Company, comprises 14 verses

and 15 songs relating to birds and nature study in the great Southwest. This attractive large format book of songs is of interest to all teachers of music, nature-study, and related subjects.

* * *

Business Teachers Meet

MORE than 200 members of Bay Section Federated Business Teachers Association recently attended annual spring meeting at Hotel Bellevue, San Francisco.

Speakers included Joseph DeBrum of Redwood City, who reported on the Na-

tional Institute for Consumer Education at Columbia, Missouri, and Louis A. Leslie, executive secretary to the president of Gregg Publishing Company, who spoke on Common Denominators in Business Education.

At the luncheon session Alfred Lundberg, president of Key Transit System and president of Oakland Chamber of Commerce, spoke on Free Enterprise.

Officers elected for next year include George J. Burkhard, vice-principal, Berkeley High School, president; and Harry C. Eekhoff, chairman, Business Education Department, Fremont High School, Oakland, vice-president. Mirabel Shimmis, Sequoia Union High School, Redwood City, is secretary.

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PHOTOGRAPHY

THE VALUE OF PHOTOGRAPHY IN THE CURRICULUM

*Worthington Prince, Instructor in Science, Vacaville Union High School,
Solano County*

INTEREST in Photography has grown so large in the last few years that principals all over the country have been including it somewhere in the school program.

In some cities it is offered in evening night classes. In the daytime it is usually only presented as a supervised "club" activity.

There are relatively few high schools in the nation which offer full-period photographic courses daily. Nevertheless, because of the universal interest by high school students in developing and printing their own pictures, educators should consider the value of such a class.

Besides offering the students much pleasure, and equally important, a photography course will teach considerable science in a relatively "painless" manner.

Teaching Science

Many students will not take the opportunity to study science subjects such as chemistry and physics. These same students will strive hard to get into a limited-size photography class. And they will learn much that would have been instructed in the other two classes.

A good photography course will teach the enrolled students the following:

1. The necessity of preciseness when taking, developing, printing and enlarging a picture;
2. a knowledge of the construction, operation and care of different kinds of cameras, printers and enlargers;
3. the fundamentals of simple optics, including the nature of light and its behavior during refraction;
4. care in mixing chemicals in correct order and at the right temperatures;
5. an understanding of a simple chemical reaction;
6. the necessity of cleanliness and cooperativeness in the laboratory and dark room;
7. an encouragement to build home-owned printing boxes, enlargers and other darkroom apparatus;
8. a desire to tackle personal photographic problems and work them out satisfactorily.

In other words, an effort is made

to teach boys and girls some of the fine habits and attitudes of science.

Teaching Art

Much in the same way as science is included in a good photography course, art is included, too. If the reader is skeptical about this statement, kindly read the following suggestions which should be incorporated in a good course. The student should be taught to recognize, and appreciate, and strive to attain in his pictures these fundamentals of art recognized by artists and professional photographers, alike:

1. Center of interest;
2. balance of subject matter;
3. harmony and composition. Along with imparting an understanding and appreciation of the fundamentals of art, the course should supply—
4. an appreciation of color photography and of paintings;
5. an appreciation of black-and-white art (for black-and-white photography depends on variations of light and shadow contrast);
6. an understanding of how motion or rest is represented in a picture by the directions of the lines or subject matter;
7. an opportunity to color photos in watercolor or oils;
8. an opportunity to mount and display in competition with other students artistic photographs.

A good photography class is one in which a student can learn the above and develop his abilities to the fullest in photographic art.

Sociology

Another consideration which may not appear very important at first is the need to point out to our high school students how extensive pictures are used to form public opinion. This consideration may very well be taken up in the photography class. Since photographic pictures constitute such an important part of every newspaper, magazine and newsreel, the propaganda power of pictures should be stressed.

Also, note the current high-pressure

advertising which uses pictures so extensively. Pictures of models are used frequently to illustrate "before" and "after" the (studio-posed) models have purportedly used a certain product or followed certain health practices. You recall such advertisements. Yet, they are simply the result of clever photography and have really nothing to do with the merits of the article to be sold.

Note the posed or purposely faked "war" pictures which are brought out in the press and magazines every now and then. They are originally published to "prove" how wicked the warring soldiers of a certain nation are toward other peoples. Certainly, in these times, we must reflect on such pictures before jumping to a misled conclusion. We must educate ourselves, yes, even harden ourselves against glibly accepting the natural view which the authors of such heinous pictures would have us accept. Most important, we must teach the students to use the same care, to develop a critical and analytical attitude toward such "diplomacy."

THUS, a photography course can give a brief survey of how press and advertising photography form public opinion. It can also offer guidance to students so they will intelligently analyze the pictures which appear daily before them, and recognize their merits.

Serving the School

Administrators are interested in the expense of installing the apparatus for a photography course before establishing darkrooms. It is true that only good equipment should be purchased, and the initial outlay will cost what good equipment is worth.

However, we have spent very little on our equipment in Vacaville High School. A darkroom needs only one enlarger, a moderate number of printing boxes, a suitable sink with running water, benches and electrical outlets. A set of "cubby-holes" provides a place for student printing paper. A good view camera will aid

immensely the taking of school pictures.

After the original outlay, the replacement of darkroom lights, chemicals and photographic paper, and the use of water and electricity constitute the current expenses. Students are asked to supply their own films. Although there is an expense to establish photography in a school, the values derived from such a course indicate that it is well worth the effort.

The following practices followed by the author and students will indicate how well a photography class can serve a school. The class makes all prints for the "Senior Album," a photographic book available to all the students. This big job gives excellent printing practice of over a thousand prints. Students also assist the instructor in providing a "studio" for taking senior pictures. All pictures of seniors, faculty, clubs, organizations and athletic teams are made large size, 3 1/4 by 4 inches, presenting a splendid collection. The seniors are all posed in portrait style.

Advanced students help the instructor do other important tasks. Here is a brief list of suggestions, most of which we have followed ourselves. Rather than hire an expensive photographer, we take our own pictures for such things as:

1. Advertising one-act plays and other dramatic presentations. (Mounted on cards, pictures offer excellent advertising);
2. advertising band entertainments;
3. publicizing football games, basketball games, track meets and other athletic events;
4. cuts for newspapers and programs;
5. dance placards;
6. carnival ads and other school affairs which can better be announced with the aid of pictures, and
7. making a plaque of the school building for senior announcements.

For those schools who can afford the luxury of a movie camera and movie film, the instructor of photography or a trusted understudy may photograph important school events of the year for an historical record. Alumni groups would find movies interesting at get-togethers. They would make an excellent film library for the school.

Without doubt the greatest service photography can offer a school is in the field of visual education. Allow

me to illustrate how this is being done—how it may be done in other secondary institutions.

Visual Education

ANOTHER valuable service the instructor of photography and his class can perform for the departments of the school is to build up a visual education department. So much has been written on what things constitute visual aids that I shall not repeat the different kinds here.

The best way to work up such aids in a school is for the different teachers to submit lists of suggestions to the department heads. The heads will then choose those suggestions they consider valuable and practical to follow, and then turn over their lists to the one in charge of visual education.

Naturally, the suggestions should deal with material that can be worked up into slides, film strips and pictures, if the photography class is to make its contributions. Projection material often affords the most valuable way of presenting class instruction, when one has the right material to show. I do not mean just movies, either, for still pictures remain longer on the screen and are often better than the changing movies.

In view of a general need for revising much of the available projection material with better, clearer and simpler modern film and stills, a school faculty has a wonderful opportunity to make its own visual material to suit individual teachers' needs. And it can be made in many cases more reasonable than it can be purchased. The following suggestions are made to show administrators and teachers what may be done for them by advanced photography students and instructor:

1. Copy pictures for duplicates or enlargements;
2. photograph anything needed for a record;
3. make projection slides.

When possible, students familiar with certain department's requirements are utilized. For example, art students may color slides or use cut-out material to prepare slides for that department. Science students may make drawings for slides or for copying onto film strips. Music students may pose

with instruments, showing right fingering positions, or they may get drawings of same for re-photographing. Projection strips of such varied material may be used year after year to be shown to classes, large or small. Models or sketches of athletic plays may be photographed on film strips for the athletic department. Motivation can be provided in mathematics, English, commerce, history and other subjects by material which can be projected briefly at the right time. Dramatic students will appreciate seeing projections of stage sets they are to reproduce. A dramatics instructor has told me that he wishes sincerely that he had pictures of the stage sets of his past plays. He would remember the detail if he had the pictures.

4. In the realm of color photography we reproduce wild-flowers and domesticated ones in beautiful natural color. Here, too, color photography can be capitalized in teaching art, science and photographic technique.

5. Apparatus or experiment set-ups may be photographed in black and white, or color, to be projected year after year to science classes before the pupils go into the laboratory to set up their own equipment. (Chemistry, physics, biology, general science, senior science.) This obviates the necessity for the instructor with a heavy

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schedule to set up apparatus for demonstrating every experiment.

6. Film strips are made economically on 35-millimeter film. The 35 mm. still projectors are the cheapest to purchase. A series of pictures with continuity may be made for any department which supplies the material to be copied, or indicates what is to be copied. Student field trips are nice to record and show to the group later. Later classes may see what former classes did when they plan their own trips. Instructors who travel in the summer and take series of pictures on the candid camera size film can have the photography department make positive film from their negatives to show their classes. The author has numerous travel film-strips of a trip circumventing the United States. With care in taking the pictures, continuity and story-telling can be insured. Such film provide real entertainment and information about our own country and our neighbors. Color pictures may be taken by anyone with a little training, and these are invaluable to show to one's students upon returning from a vacation. Duplicates can be made and placed in the Visual Education Department's files. The author has a series of airplane views of an 80-mile flight over the Grand Canyon, in color. These provide considerable interest among the students and aid in teaching geology.

7. A valuable service to the school is teaching students (when studying optics) to properly operate motion-picture equipment, slide projectors (including 2 by 2-inch slide-projector), delineascopes, microscopes and euvium instrument. Learning care of the microscope carries over into science. Handling projection apparatus trains students to be operators for other teachers.

IF the school administration desires training of teachers who need careful and thorough instructions in the handling of modern and new projection equipment, the instructor of photography would be the right one to do this. Usually each one has to learn for himself or is helped by another teacher. The entire faculty could be given pointers and practice at one or two meetings, which would be very helpful. This small effort will help keep machines in perfect condition and will aid non-mechanically minded teachers no end.

Placing the responsibility of selecting the minimum visual-projection equipment necessary for a school in the hands of one who knows its uses and performances is wise. The same person could be responsible for keeping it in good working condition and in delegating it out on a schedule to departments and teachers. The photography instructor is best qualified to do all of these tasks. Here, again, we note the

services which an instructor of photography can render a modern secondary school.

Conclusion

The value of photography in the curriculum is limited only by the imagination of the instructor in charge of the course. A good photography course teaches the careful habits and questing attitudes of science. An understanding, appreciation and development of artistic abilities will be brought out in some pupils. Such a course guides students to learn to analyze and criticize some press and advertising pictures to learn their true merits. At the same time the importance of photography is shown to those who may want to learn about it for a life career.

New Holt Books

HENRY Holt and Company have issued two new books of interest to California teachers:

1. *American Democracy Anew*, an approach to the understanding of our social problems, by Odum and others, a text of over 600 pages with an unusually large number of photographic plates, is for secondary school social science classes.

For the first time in a school text of this type, the problems of the American Republic are presented and interpreted not only in relation to historical background and national purpose but also in relation to the realities of our resources and our regions.

2. *Modern Verse*, revised, Book 2, by Anita P. Forbes. First appearing in 1921, this attractive two-volume anthology is widely used by English departments throughout the country in the upper years of high school.

FRIENDS WITH MUSIC

NEW MUSIC APPRECIATION SERIES BY GINN

MAKING Friends With Music, published by Ginn and Company, is a new course in music appreciation that lets music speak for itself. For pupils: Prelude, Progress, At Home and Abroad, New Horizons. For teachers: The Pilot, The Mentor.

The authors are William C. Hartshorn, assistant supervisor of music, Los Angeles Public Schools, and instructor in music education, University of Southern California; and Helen S. Leavitt, director of music, the Wheelock School, Boston, and instructor in music appreciation, Boston University.

Making Friends With Music is an unusual course in music appreciation consisting of pupils books and accompanying teachers books for the upper elementary grades, junior high school, or senior high school.

It is based on a new idea for establishing a real understanding and enjoyment of music. Not only does it give the pupil association with all kinds of music, from simple instrumental compositions and folk tunes to operas and symphonies, but it also brings suggestions for such development of

knowledge and skill as will contribute to his keener appreciation of music.

Making Friends With Music aims:

To increase the enjoyment of present musical experience.

To stimulate a desire for a greater musical experience.

To increase the power in understanding music.

To increase a sense of familiarity with all kinds of music.

To foster a sensitiveness to the beauty of music and to promote a freedom of response to its message.

To develop an ability to appreciate tone color both in harmony and in instrumental combinations.

To inculcate habits of listening to music so that recognition of specific features will become automatic.

To arouse curiosity concerning music: the way it is made, the people who made it, and the characteristics of various styles and types.

To promote growth in general musical understanding.

F. A. Rice is Pacific Coast manager for Ginn and Company with offices at 45 Second Street, San Francisco; California representatives are J. O. Tuttle, E. F. Burrill, R. C. Smith, and Craig Ellis.

FLOWER FESTIVALS

FLOWER FESTIVALS PROMOTE DEMOCRACY

Esther J. Rideout, Lathrop Junior High School, Santa Ana

FLOWERS speak a common language. Like music they arouse common interests and appeal to the finer instincts of man. Through flowers may be discovered more neighborly neighbors and real flower friends. The true spirit of democracy may be kept alive and growing through an interest in flowers.

Lathrop Junior High School of Santa Ana, with an enrollment of 700 students, has completed three successful flower festivals. These could be called scientific experiments in democracy, when reduced to its common denominator. "We the People."

For "We, the Future People," the first test of this experiment was made within the school. Under the leadership of our ever-progressive principal, students and faculty were united in a common objective. The units of organization were student and faculty joint committees.

Each department in the school and each class became a laboratory for the testing and production of some phase of this flower festival. For example, the study of flowers began in general science, followed by projects in flower arrangements in the art classes. During assembly periods, students from the public speaking classes gave instructional talks on flowers. Samples of flower arrangements from the art classes were used to illustrate their speeches. The music department, featuring the orchestra, band, boys glee club and girls glee club, prepared a program of musical numbers to be presented during the evening's entertainment. A hostess committee was organized to receive and register guests.

It was very interesting to note the whole-hearted participation of boys as well as girls in this festival. Continued interest from the opening of the school year in September to the festival in April was manifested by children bringing flowers to classes

for study, as well as beauty. Over 1100 student entries in the show were made this year. The third festival showed a marked improvement in the quality of specimens and the beauty of arrangements.

The test for "We the People" followed the results of the interest first created in the school. On the day of the festival parents began to arrive as early as seven o'clock in the morning to help children in the transportation of their displays. At the auditorium an entry committee received and placed the flowers on proper classified tables.

Competent judges were secured from members of various civic garden clubs. Ribbons were the only awards made. There was no competition between student entries, and faculty en-

tries as the faculty entered exhibits from interest alone.

The school branch of the public library displayed new publications and books covering the entire subject of flowers.

Press publicity was made possible through the cooperation of the Santa Ana newspapers. Attractive posters were made under the auspices of the WPA.

Visitors came from the surrounding cities of Los Angeles, Pasadena, Whittier, Anaheim, Orange, Corona, Uplands, Huntington Beach, Laguna Beach, Corona del Mar and Long Beach. An expression of satisfaction was given by a traveled man connected with community flower shows, in these words: "This flower show is the finest thing of its kind on the Pacific Coast."

From the experience of three successful flower festivals we can truly state, not only, "Say It With Flowers," but, "We, the People, Do It With Flowers."

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Each book contains a full year's work in functional grammar, and correct usage, and suggestions for oral and written composition. The oral English program has been developed and extended in the latest revision in accordance with the recommendations of "An Experience Curriculum in English."

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ATLANTA

League College Meets at Chicago

FIFTEENTH Annual League College, a project of National League of Teachers Associations, is held this summer at University of Chicago, July 8-19. Various eminent members of that faculty will present important topics of special current interest.

Floyd W. Reeves, director, American Youth Commission and professor of administration, University of Chicago, will discuss the Role of the Classroom Teacher in Solving the Problems of Youth.

A series of special tours is arranged covering the University Campus, Rosenwald Museum, Field Museum, and Art Institute. Thursday evening will feature a fellowship dinner and stunt night. The concluding session, Friday, will deal with the teacher's health program.

For further information address Ida May Lovejoy, Western Vice-President, 2954 Laurel Street, San Diego.

Inyo-Mono

Robert L. Brown, Executive Secretary,
Inyo-Mono Association, Bishop

STUDENTS of commercial classes of Bishop Union High School are taking a definite part in the development of the entire Inyo-Mono area, through cooperative arrangements with Inyo-Mono Association, tourist promotion agency for the area.

Similar to a Chamber of Commerce, Inyo-Mono Association is organized to promote and develop more tourist trade in these two scenic mountain and desert counties of eastern California.

One of the duties of the organization is to answer inquiries directed to the area through the large eastern advertising program of the All-Year Club of Southern California. Twice a week, the All-Year Club sends names and addresses of eastern people who have written in asking about Inyo-Mono. These people are mailed informative literature on the area by the local organization.

Through active promotion this past year, these inquiries have increased beyond all expectations, swamping the small office force of the Inyo-Mono Association, and so the school typing classes were called on to help out.

In April 2563 inquiries were handled by the high school classes. This number of inquiries was an increase from a mere 400 of April of 1939.

In addition to this work, the high school typists have been drafted into cutting weekly stencils of a news-letter, in preparing mimeographed letters to other bureaus, in compiling a list of all hotels and resorts in the two counties, and in preparing form-

letters that must be hand-typed for special promotion programs.

Louis A. Thompson, instructor of typing declares that the practice in practical work has given much life to his classes. Robert H. Blee, high school principal, is enthusiastic in the program — hopes to enlarge it next year to the place where students are doing much of the answering of definite inquiries.

* * *

Mobilization for Understanding, a constructive folder on citizenship, is issued by Citizens Committee of Alameda County with offices at 360 17th Street, Oakland.

This committee is a civic, non-partisan, non-factional, non-profit association incorporated in 1940 to mobilize in the public interest and on economic issues the strength of the following groups,—business, profes-

sional, educational, civic, service, fraternal, patriotic, veteran.

President is Weller Noble of Berkeley. Welborn G. McMurray is special representative and acting secretary.

* * *

CTA Honor Schools

Bay Section

Alameda County — Niles Elementary.

Contra Costa County — Alamo.

Richmond — Stege, which gives Richmond City entire 100 per cent membership for the calendar year 1940.

Marin County — Estero and West End School. San Rafael.

Napa County — Calistoga Elementary.

Sonoma County — Maacoma and Santa Rosa Junior College.

Tuolumne County — Early Intake. — E. G. Gridley, Bay Secretary.

Northern Section

Sutter County — Browns, Central Gaither Union, Franklin, Marcum-Illinois Union, Nicolaus, Pleasant Grove Union, Robbins, Salem, West Butte, Sutter Union High School.—George F. Algeo, County Superintendent of Sutter County Schools.

Nevada County — Birchville, Blue Tent, Boca, Cherokee, Chicago Park, Forest Springs, French Corral, Graniteville, Bell Hill School (Grass Valley), Indian Springs, Kentucky Flat, Mariposa, Nevada City, North Bloomfield, Spenceville, Washington, Wolf, Mooney Flat Emergency, Grass Valley High, and Nevada City High Schools.—Walter A. Carlson, Nevada City.

MIGRANCY

MIGRANTS—A National Problem and its Impact on California", embodying the results of more than 8 months of study and research into California's migrant problem, is the title of a publication recently issued by California State Chamber of Commerce.

The book deals with the effects of the migration into the State; the characteristics of the migrants; the factors in the states of origin causing the migration; the factors in California which attract the migrants; housing; health and sanitation; farm placement service; and definite recommendations for handling the problem.

In the introductory statement, Har-

rison S. Robinson, of Oakland, chairman of the Chamber's statewide committee on the migrant problem says, in part:

"The California-bound migrants of the late 1930's and of this first year in a new decade are fellow Americans, and to the extent that they are hurt in their independence, their self-respect, their ability to support themselves, their decent living, their health or their adequate schooling, the rest of us in some related measure will be hurt also.

Teachers desiring copies of this bulletin should address California State Chamber of Commerce, 350 Bush Street, San Francisco; price 25 cents.

IN MEMORIAM

Mrs. Nellie S. Gridley

MRS. Nellie S. Gridley, wife of Earl G. Gridley, secretary, CTA Bay Section, and manager, CTA Placement Service, recently passed away.

Born in Wisconsin 55 years ago, she graduated from the River Falls State Normal School of which Dr. J. W. Crabtree was the president. She taught in the schools of Wisconsin serving finally in the Superior Public Schools.

The Gridleys were married in 1913 and in August of that year they went to Oakland where Mr. Gridley had secured a position as a commercial teacher in Fremont High School. He later served as head of department in three high schools, —Oakland, University, and Roosevelt.

After he assumed the managership of the Placement Office in Berkeley the Gridleys moved to that city. They have two children, a son and daughter.

* * *

Selden Sturges, a veteran of the War of the Rebellion, and pioneer San Francisco school teacher. He was born in Illinois in 1847; throughout the Civil War he served with the 47th Illinois Infantry. In

1875 he moved to San Francisco and taught in the public schools until his retirement in 1925.

Rudolph William Kraushaar of Sioux Falls, president, South Dakota Education Association, recently died. His passing was a severe blow in South Dakota educational circles. Mr. Kraushaar was a particularly active worker for the welfare of the schools and the teachers generally.

Kate Polsley, age 75, retired elementary-school teacher of Tehama County; born in Amador County, she was sister of the late Harry Polsley, former Assemblyman.

Problems and Values

LITTLE, Brown and Company, Boston publishers, have brought out a one-volume edition of *Problems and Values of Today*, by Dr. Eugene Hilton, principal, Allendale School, Oakland, and former supervisor of social studies, Oakland Public Schools.

Dr. Hilton is widely-known, not only throughout California, but also nationally

for his work in the field of the social studies on the secondary level.

Problems and Values of Today was awarded the \$4,000 Atlantic Monthly prize for new and vital social studies material.

This excellent text was issued in two volumes in 1938 and now appears revised as a text of nearly 800 pages.

This new, short edition is in response to requests for a single volume by schools where but one year is available for the consideration of modern problems.

* * *

Story of Nations, by Lester B. Rogers, dean, School of Education, University of Southern California; Fay Adams, assistant professor of education, University of Southern California; and Walker Brown, principal, David Starr Jordan High School, first appeared in 1936. The publishers, Henry Holt and Company, brought out a revised edition in 1939 and now have issued a splendid big, enlarged edition of over 750 pages; price \$2.20.

This world history emphasizes people and how they live. The presentation is that of direct address and story. The 1940 edition includes a new section on South America and Mexico and two highly useful charts; one edition has 15 beautiful color pictures.

CALIFORNIA ADOPTS THE CHILD LIFE ARITHMETICS

By Clifford Woody, F. S. Breed, J. R. Overman

On April 6, 1940, the State Board of Education voted to adopt the Child Life Arithmetics, published by Lyons & Carnahan, for grades 3, 4, 5, 6, 7 and 8 for a period of from six to eight years.

Distribution of the new series is expected to begin by January 1, 1941.

In the meantime may we suggest that you investigate and purchase for the fall term

NUMBER-PRACTICE-IN-CHILD-LIFE

A - SERIES - OF - SUPERIOR - WORK - BOOKS. A COMPLETE ARITHMETIC
PROGRAM Articulated to the CHILD LIFE ARITHMETICS

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H. W. Heyl, director of adult and continuation education, Alhambra City Schools, in connection with the recent observance of Public Schools Week, issued an attractive, illustrated bulletin printed by the students of the Printing Department, Mark Keppel High School.

* * *

Regional Conference on Distributive Education, held in Berkeley, is reported in a 75-page mimeographed bulletin issued by California State Department of Education Bureau of Business Education. Dr. Ira W. Kibby is chief of that Bureau and is state supervisor of distributive education. Copies of this praiseworthy bulletin may be obtained from him.

* * *

Understanding Radio

PROFESSORS Herbert E. Welch and George Eby of the Department of Technology in Stockton Junior College are authors with Mr. Herbert M. Watson of Berkeley of a new textbook entitled *Understanding Radio*.

The McGraw-Hill Book Company have announced the publication for this month. The book covers basic radio circuits and principles from wave motion through the use of d.c. and a.c. tubes, to power supplies and speakers.

The work is developed for the needs of semi-professional students preparing to be operators and technicians in the many fields for which radio is basic; such as, operators in commercial radio, picture transmission, audio-sound technicians, public address equipment, home radio servicing.

* * *

Dr. Richard Edward Rutledge, director of vocational schools, Oakland, has accepted

principalship of Sacramento Junior College, succeeding Jeremiah B. Lillard who retires June 30. Dr. Rutledge was director, 1927-32, of the bureau of research, Oakland City Schools. He obtained his doctorate at University of California and has had wide educational experience.

* * *

The Stanford Speller

THE Stanford Speller, a pupil activity textbook by Professor John C. Almack of Stanford University and Professor Elmer H. Staffebach of San Jose State College, is widely known. Laidlaw Brothers, the publishers of this important series, have now issued a new 1940 edition of the books for Grades 2 and 3. List price, 24 cents each.

The general organization is the same as it has been in the past, the differences being that in Grade Two the words are presented in manuscript writing to aid in word identification—in Grade Three is given more work in word association and phonics as a part of the pronunciation work.

Home office of Laidlaw Brothers is 328 South Jefferson Street, Chicago; Pacific Coast representative is W. H. Laidlaw with offices at 770 Mission Street, San Francisco.

* * *

The Tiger is an admirable newspaper published by the Student Body of South Pasadena-San Marino Senior High School. The Public Schools Week edition featured parent and community relationships.

Edith Mason Waterman, teacher of English there, has brought to our attention an excellent article in that paper by Hope Potter, librarian, assisted by Dayle Gersenkorn. The school library is cleverly compared to Aladdin's Lamp and its many services to the school and students are described.

* * *

San Francisco and Bay Cities, a camera tour in full color, is a beautifully printed and illustrated brochure issued by The Printing Corporation, 1032 Folsom Street, San Francisco; Lester G. Garbe, manager. Edited by Marshall Maslin, this large portfolio comprises 25 photographs of outstanding beauty, printed in oil colors, and with explanatory text. Price 50 cents.

* * *

Northern California Chapter of the American Association of Teachers of Spanish held its quarterly meeting, May 11, at Stanford University. After luncheon and business meeting, Andres Rodriguez Ramon, formerly in the diplomatic service of Spain, delivered an illustrated lecture on Spain. A

Once a Teacher

Rena B. Martin, San Jose

FORTY faces turn to me
From the drift of memory.
The tale I tell is of a hare,
Never, never said his prayer!
Tiny hands are clapped in glee.
Little faces long ago,
Tender light in eyes that glow,
What do I owe to thee!
For I have been of profiteers,
Gathering that I have not sown,
Garnering what I have not strewn,
Yet in my musings I have kept
Afterglows of self respect,
Remembering now across the years
That I have dwelt in other spheres
And kept the code of heaven.

vote of thanks was given to Professor Juan B. Rael of Stanford for his excellent work during his term as president of the organization.

The following were elected to serve during the year 1940-41: President, Dr. Ernesto Salzmann, Girls High School, San Francisco; Vice-President, Miss Halcyon Spencer, Roosevelt High School, Oakland; Treasurer, Mrs. A. Laurie Bach, Lowell High School, San Francisco; Secretary, Mrs. Agnes Lennon, Girls High School, San Francisco.

* * *

PTA at San Mateo

ON Friday, May 17, officers of the Seventeenth District California Congress of Parents and Teachers were installed at San Mateo by former president Mrs. J. J. Garland, second vice-president of the State Congress.

Mrs. B. T. Ralston, a former teacher of San Mateo County, was the outgoing president. Talks were made by Henry C. Hall, president of San Mateo County Board of Education; James Ferguson, principal of Jefferson High School of Daly City; Charles G. Morris, principal of San Mateo County Junior College, and County Superintendent Pansy J. Abbott.

In addition to her regular speech, Miss Abbott presented a Past Presidents ring to Mrs. Ralston. The reception accorded Miss Abbott demonstrated her popularity with the parents of San Mateo County. She has made an outstanding contribution to education in one of the fastest-growing sections of California. In addition to her other contacts Miss Abbott is president of California Association of School Administrators and is a member of CTA State Council of Education.

Arts and Crafts

CALIFORNIA College of Arts and Crafts in Oakland opens its 34th Summer Session **June 24** with the widest variety of arts and crafts courses taught in the history of the institution.

Followers of almost any art hobby or profession will find specialist teachers giving work this summer on the garden campus. Drawing and painting will be taught by Ethel Abeel, Alexander Nepote, Xavier Martinez, Louis Miljarak, Hamilton Wolf and by guest instructor Rupert Davidson Turnbull who comes direct from teaching the contemporary painting and composition classes in the New York Cooper Union School.

Design for advertising and industry, with special attention to paper and textile products will be taught again by Emmy Zweybruck, well-known Viennese professional designer and teacher.

Sculpture in wood will be the subject handled by Lulu Hawkins Braghetta, photography by Louis Miljarak, silk screen stencil work by Albert Atwell. Hobby crafts including simple bookbinding and leatherwork are supervised by Ilse Schulz. These and marionette-making and manipulation will appeal to younger artists as well as grownups.

The important art-crafts, pottery and ceramic sculpture are given special attention in newly-equipped workshops and taught by Carlton Ball. Art-metal working and jewelry making will be conducted in other workshops in the same building by the same instructor.

* * *

Winifred Van Hagen, chief, bureau of physical education for girls, State Department of Education, has been made a fellow of American Association for Health, Physical Education, and Recreation, in recognition of distinguished service in the profession. The award was made at the re-

cent annual conference of California Association for Health, Physical Education, and Recreation.

* * *

English in Action

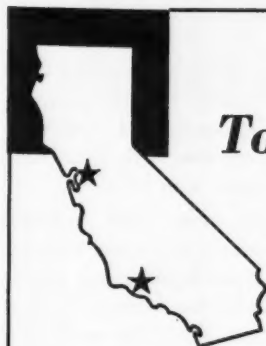
SEVENTH and Eighth Grade texts have now appeared in the 1940 edition, English In Action series, by Tressler and others and published by D. C. Heath of Boston. This second edition of the elementary series appears in new format and with much new material.

Both books are richer and fuller than the

first edition. In Grade Seven, units on class club and safety patrol activities, dramatizing, using the library, enjoying hobbies and motion pictures increases the speaking and writing units from five to nine.

In Grade Eight new units on conversing and showing social courtesies, class club activities, explaining and directing, using the library, enjoying the radio, class and school newspaper make a total of ten units on speaking and writing activities.

In both books there is greater correlation with other subjects in the form of activities requiring pupils to read, think, speak, and write about them.



To Keep Abreast with Present-Day Procedures

EDUCATORS will find much of value to them in the very wide variety of courses, conferences, demonstration schools, clinics, and special events at the University of California Summer Sessions—on the Berkeley campus and on the Los Angeles campus. Offerings of special interest are the many courses placing emphasis on modern trends.

Whatever your field, you will materially increase your knowledge and your professional skill if you attend.

Special lectures, forums, concerts, readings and recitals are available—many without charge.

For Announcement of Courses, address: Dean of the Summer Session, University of California, Berkeley; or Dean of the Summer Session, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California.

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The eleventh Summer Session of the Pasadena Playhouse offers six weeks' intensive training in dramatic arts. Six units of University of California at Los Angeles credit. Special courses in the art of acting, play production and play direction . . . as well as playwriting, cinema and radio technique, make-up, stage-craft, theatre research, stage lighting, management, psycho-dynamics, eurhythmics, stage dances.

For admission two years of college work are required. While courses will appeal to anyone interested in the theatre, they have particular value to teachers, directors and staff representatives of Little Theatres. A fresh viewpoint on professional problems and new inspiration for the work of the year ahead.

Sixth Annual Midsummer Drama Festival runs concurrently with Summer Session.

Write General Manager for complete details.

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PASADENA PLAYHOUSE

Mother Nature

Mary Louise Hannah, 8th Grade,
Lincoln School, Taft, Kern County;
Mrs. Margaret Morrice, Teacher

YOU made the birds, the flowers, the trees,

You made the grass, the clouds, the bees,
And all the insects, weeds, and plants,
The creepy spiders, the busy ants.

You wrote the songs for all the birds
Who speak in song instead of words.

You made the wind so crisp and cool,
The bubbling water in our pool,

And little birds who dart up skyward.
Oh, Mother Nature, aren't you tired?

34th Summer Session June 24 - August 2

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Laura Ellis Snyder, Alhambra

SPRING is in the air. Birds on the wing. Wanderlust in your heart and the open road. A week of time; some money for gas and Paradise is yours!

So come with me and you will return with the calm of the green valleys in California to remember when days are turbulent; The peace of old Mt. Shasta to bring you quiet at eventide;

And the memory of beautiful Oregon with its lonely romantic plains in the far-off Klamath and Lakeview countries to call you back again next year when spring is in the air.

It was one misty quiet morning when the world was sleeping that we left Los Angeles and headed north. Out through the lemon groves of San Fernando across the ridge route into Bakersfield! We drove. The rolling green hills like a carpet of green grass rested our city-worn eyes, and the wild flowers near Bakersfield! Have you seen them? Brilliant spots of golden orange like a spreading prairie fire the mass of color crept across the meadows. California poppies in all their splendor. Blue lupins that caught the blue of the sky and brought it down to earth among the poppy fields. Fairyland complete and all for a gallon of gas! Out in this field of fragrant flowers, far, far from the city's hum we sat down and ate our lunch.

The drone of the bees, the call of the meadow-lark, and the whispering gentle breezes nodding the heads of

the daisies and lupines kept us company.

The day was ours, so we traveled on. A beautiful day, too. Sunshine and balmy breezes and the warmth that can come in the spring.

Fresno, Modesto and the orchards in bloom. Some orchards solid pink with no hint of contrast color. The leaves were not out yet; just the peach blossoms. The peach orchards were a lazy dull pink that only an artist could capture, and other orchards snowy white. The afternoon breeze swept a fragrance to us of peace and charm and simplicity.

Sacramento with its lovely capitol grounds and busy intersections told us that men toiled on while we took a holiday, and the minutes we had seemed as precious as gold. At the little town of Davis, the road turned north. Long stretches of green fields with meadow-larks on the fence rails. Little pools of water where the spring rains had swept the fields.

Along this road and many other weary roads was the ever-tramp of weary feet as many men with bundles on their backs walked on and on and on. Where were they going and why? We wondered and so did they.

Somehow the sun wasn't so bright nor the fields so green when we saw the "Weary Willies".

Across the landscape of Oregon and California this band of roving tired men left a hazy blur of unhappiness in our mind. The old scrub oaks above Redding nodded wisely as if to say: "Don't mind the 'Weary Willies'—just enjoy your day. You might be one yourself if you couldn't buy the gas." So we went on.

The sun was going down and the birds along the ravines were twittering as they always do at close of day. A little jack-rabbit scampered across the road to get himself home before the dark. Around the curves and bends in the road we glided along

until one last bend and there was Mt. Shasta. Silent, calm and majestic it towered above the lofty hills. The late afternoon sun left a glow of pink across the snow-clad summit to the snow-clad base. Shasta in spring. Snow deep and enchanting. Paradise here in our America.

Peace and Hope and Faith and Surety. All at our back door. Wars and troubles and noises all faded into the quiet of the night at the base of old Mt. Shasta. Here life was sure, Hope was eternal and Paradise all for the asking.

DARKNESS fell, the moon rose and the white radiance from snow-capped Shasta lighted the open road. The night birds called and the autos honked around the bend. Far off an aerial beacon beckoned the wanderers of the sky and night came upon the Siskiyou mountains.

Ashland, Oregon, an Alpine village in our native land. Nestled at the foot of Mt. Ashland and the mighty Siskiyou it is a little town of charm and contentment. No strikes, no factories, no smoke, just brisk fresh air and golden sunsets and healing lithia-water.

Lithia Park has a quaintness all its own. A glorious place to spend the summer under its shady trees.

Medford, the metropolis of Southern Oregon, and the odd little town of Eagle Point. It has a creamery, a school and a store surrounded by green pastures that led out to Piddle Lane. Piddle Lane down to nowhere. Piddle Lane was a bumpy, troubled lane with cows eating along the ditch. It went on out across the meadows, out toward the setting sun. Out among the little oaks and little fields of hay. On to the land of nowhere and peace and quiet contentment. Someday I'm going to find the end of Piddle Lane away out in Oregon.

But this time we went over to the Klamath Country, over the green Springs grade. A picturesque scenic ride. Twists, turns, loops, deep canyons, high trees with blue jays screaming about. Klamath Falls is such a cheerful place. Busy bustling people all going places and doing things. All roads led to lumber mills and prosperous western farms.

One hundred miles from Klamath Falls to Lakeview, Oregon. Across miles and miles of grey desert sage and snow-capped ridges and lonely ranches. Out here the West really begins. Snow piles deep in winter but cattlemen love the snow. It brings moisture to an otherwise desert land. On the summits of the mountain passes the snow still lay deep and waterfalls



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In addition to the outstanding Heald Private Secretarial course, we offer many other short term courses such as: Speed Dictation, Secretarial Technique, Speed Transcription, Secretarial Accounting, Cost Accounting, Advanced Typewriting, Business Letter Writing, Machine Dictation, Bookkeeping and Office Practice, Office Machine Work. These special summer sessions enable you to enroll at Heald's for a month or two and complete, or brush up on courses of your own choice — courses in which you wish to advance.

In completing these short term courses you are given the same Free Employment Service as those who graduate from the regular courses. Come in and visit the college. You will enjoy seeing for yourself just what you can accomplish at Heald's.

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roared over the banks of the rivers. There is a new highway smooth as glass from Klamath Falls into Lakeview, Oregon. You speed along through rolling western hills and plains with an ease like traveling a boulevard.

Lakeview is one of the Western towns unspoiled by march of time. It has all the glamour and splendor of the pioneer West. Snow still covered the mountain range back of the town framing it with a scenic background that could be seen for miles and miles. Lakeview is surrounded by cattle country and timber land. There were acres and acres of grazing land all green from the late snows. It was lambing time. Hundreds of baby lambs filled the sheep corrals on the sheep ranches. Herds of well fed cattle dotted the hillsides. The sun rose clear and bright above the little town but

a mist of smoke from the lumber mills hung in the air until noon.

The buzz of the saws and the clatter of boards in the busy sawmills seemed to make a music all its own.

GOOSE Lake near the town of Lakeview is an enormous body of water after the melting snows. In summer it evaporates to a puddle. Goose Lake is at its best in the early spring. It spreads across the meadowland like a silver ribbon. At a distance we thought it had large white breakers on its shores but when we came close imagine our surprise! The white foam was a flock of geese—millions of big white snow geese. They nest and rest here on their flight north. In the still morning air their honking seemed the only evidence of life.

A little country school-house with its one room and old bell in the belfry was on the road we took back to Lakeview. Down this country road plugged an old porcupine. Right out in the middle of the road he walked dragging his broad flat tail in sodden discouragement. We chased him into some bushes and he glared back at us with hateful eye. He was disgusted that city dwellers would come all of a thousand miles to disturb the morning walk of a lowly porcupine.

We climbed back into the car. Left the old porcupine to his sorrowful musings, the white geese to their eternal honking and

the little town of Lakeview to its peace and content in the new found day.

Adventure, peace, beauty and calm had been ours. All for one week and some gallons of gas.

* * *

Patterns for Living

A New Macmillan Book

CAROLINE SHRODES, instructor in English, Stockton Junior College, is one of the authors of *Patterns for Living*, a new book by Macmillan. Collaborating with Miss Shrodes are Oscar J. Campbell, professor of English at Columbia University, and Justine Van Gundy, department of English, Compton Junior College. Miss Van Gundy will join the Stockton Junior College staff next year.

The book is an exploration of personal and social problems through literature. The purpose of the book is to present readings from English and American literature in a pattern of organization which will help the students build a living philosophy based upon practical adjustment to the problems of personal and social experience.

The book is in two parts: Part 1, The Quest of the Individual for Personal Satisfaction; Part 2, The Quest of the Individual for Adjustment to the Social Group.

The book contains 18 complete short stories, 4 complete full-length plays, representative chapters from biography, a great many full-length articles, and 200 poems from the work of the outstanding English and American poets of all ages, classical and modern. Although emphasis has been placed on contemporary material, the older writers have not been neglected.

Brief prefaces to each section arouse a questioning attitude of mind and suggest various approaches and solutions to problems. At the end of the book there are suggestive study questions and topics for themes and investigative papers. These are expertly devised to develop the student's maturity of thought. They are the kind of questions that not only help him to get the meat and meaning out of what he is reading, but also show him the many avenues for further thinking, for fruitful comparisons, for stimulating refutations, and for new ideas of his own.

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CALENDAR OF COMING EVENTS

Summer of 1940 — American Association for the Advancement of Science; summer meeting. Seattle.

June 3-6 — Special Libraries Association; annual convention. Indianapolis.

June 7 — Election Day for School Trustees.

June 8 — CTA Board of Directors; regular meeting. San Francisco.

June 8 — California Association of Childhood Education, Southern Section; annual homecoming meeting. UCLA Campus.

June 14 — Flag Day.

June 14-26 — National Cooperative Recreation School; 5th annual session. Heidelberg College, Tiffin, Ohio.

June 17-22 — Citizens Conference on Government Management; 2nd annual session. Estes Park, Colorado.

June 23-28 — American Home Economics Association; annual convention. Cleveland.

June 23-July 3 — Institute of International Relations; 6th annual session. Mills College.

June 24-29 — California Agricultural Teachers Association; annual conference. San Luis Obispo.

June 27-July 7 — Institute of International Relations; 6th annual session. Whitier College.

June 30-July 4 — National Education Association; 78th annual convention. Auditorium and Schroeder Hotel, Milwaukee.

July 1-3 — National Council of Teachers of Mathematics; summer meeting. Hotel Pfister, Milwaukee.

July 8-19 — National League of Teachers Associations; 15th annual League College. University of Chicago.

July 8-19 — NEA Department of Classroom Teachers; educational study conference. Northwestern University, Evanston, Illinois.

July 8-19 — NEA Department of Elementary School Principals; conference on elementary education. Madison, Wisconsin.

July 15-26 — Conference for Elementary School Supervisors; sponsored by NEA and University of California, Berkeley.

July 22-25 — Conference on School Health Education, sponsored by State Department of Education and State Department of Health. U. C. Campus, Berkeley.

August 12-17 — Professors of Ibero-American Literature; second international Congress. University of California at Los Angeles.

August 27 — State Primary Election.

September — California School Trustees Association; annual convention. San Diego.

September 2 — Labor Day.

September 9 — Admission Day.

October 8-11 — American Public Health Association; 69th annual meeting. Book-Cadillac Hotel, Detroit.

November 5 — General Election.

November 10-16 — American Education Week. Theme: Education for the Common Defense.

November 11 — Armistice Day.

November 18-20 — CTA Central Coast Section; annual institutes and convention. Santa Cruz.

November 21, 22 — Thanksgiving holidays.

November 22-23 — California Association for Childhood Education; annual study conference. Fresno.

December 30 — American Science Teachers Association; 8th annual meeting. Philadelphia.

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July 8-12 — California Association for Childhood Education; annual convention. Oakland.

California Teachers Association provides for its members placement service at nominal cost.

Address Earl G. Gridley, 15 Shattuck Square, Berkeley, phone THornwall 5600; or

Carl A. Bowman, 408 South Spring Street, Los Angeles, phone TRinity 1558.

AN HISTORIC CALIFORNIA LANDMARK



Plate courtesy of The Journal of Arkansas Education

The Mission of San Francisco de Asis, also called El Mission Dolores, at San Francisco. Founded October 9, 1776. Named in honor of St. Francis of Assisi. Dolores refers to Our Lady of Sorrows, Mary, Mother of Jesus.
